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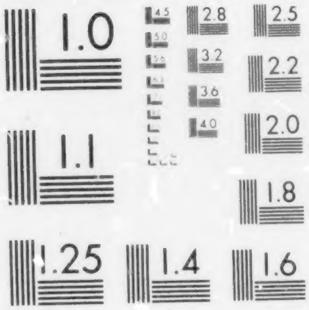
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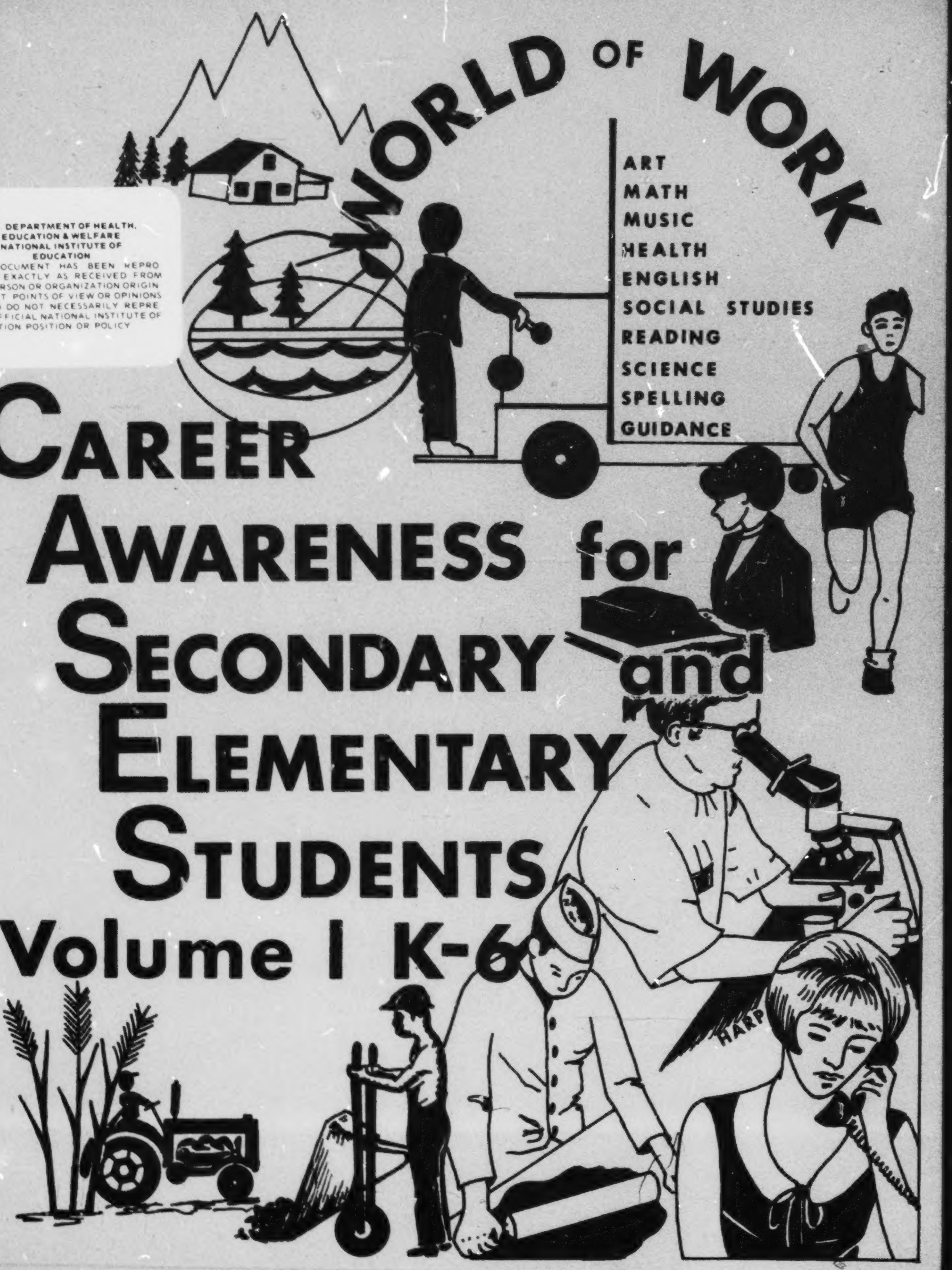
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CAREER AWARENESS for SECONDARY and ELEMENTARY STUDENTS

Volume I K-6

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Career Awareness for Secondary and Elementary Students

Resource Curriculum Guide

Volume I K - 6

Assembled under the direction of
Dr. Ken Gifford
Assistant Director
Vocational Education

Sioux Falls Independent School District #1
Sioux Falls, South Dakota
July, 1973

PREFACE

This research and development project in Career Education received official approval from the United States Office of Education on February 9, 1972. The grant was awarded to the State Department of Vocational Education, Pierre, South Dakota, and was conducted by the Sioux Falls Independent School District #1, Sioux Falls, South Dakota.

The Sioux Falls Board of Education granted approval to proceed with the project at the regular Board of Education meeting on March 13, 1972. At that time, for the purpose of the Sioux Falls School District, the research and development project was given the title of C.A.S.E.S. (Career Awareness for Secondary and Elementary Students).

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ACKNOWLEDGMENTS

In April 1973, a district committee representing all grade levels was established for the purpose of revising and updating the K - 6 Career Education Curriculum Guide. The committee met for three two-hour planning sessions and during the summer of 1973, held a three-week workshop. This guide is the result of their efforts.

The Sioux Falls Independent School District is indebted to the following individuals who are responsible for the formulation of this guide:

Mrs. Janet Shelver---------------------Elementary Guidance
Kindergarten

Mrs. Marilyn Hult----------------------First Grade

Mrs. Claryce Lanbertson----------------Second Grade

Miss Jean Alness-----------------------Third Grade

Mrs. Darlene Barlow--------------------Fourth Grade

Miss Mary Williams---------------------Fifth Grade
Sixth Grade

Dr. Ken Gifford
Assistant Director
Vocational Education

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INTRODUCTION TO

CAREER EDUCATION

PURPOSE

The purpose of this project is to outline the scope, goals, and objectives of career education and to assist in the development of a broader understanding of its implications on our educational system.

Administrators of education at all levels are confronted with a major problem: How to develop a comprehensive educational system which will assist all students in developing personal goals in career selection.

Dr. Marland, United States Commissioner of Education, feels that by making career education as the central theme of our educational system it is possible to develop and implement a comprehensive educational program that will reflect a far broader understanding of the purpose of education in today's highly sophisticated, technical change-oriented society. It will prepare all students to function efficiently, make them aware of why they are doing what they are doing and bring relevance to the classroom for many who, with reason, now find it irrelevant.

WHAT IS CAREER EDUCATION

Career education is the development of a lifelong learning process that provides for the broad approach to preparation for citizenship; provides job information and skill development; and also helps individuals develop attitudes about the personal, phychological, social and economic significance of work in our society. It develops and fosters vocational and recreational interests of individuals and helps them prepare for well-rounded living in a world in which leisure time is increasing and greater opportunity for self expression through creative production is available.

PROJECTED OUTCOMES FOR CAREER EDUCATION

Inherent in the career education curriculum would be an organized and systematic procedure that will ensure all students leaving school will have the skill, knowledge, and expertise to exercise three options:

1. Enter the labor force with positive attitudes toward the world of work and command of the functional skills.
2. Be accepted in a post-high school technical training program.
3. Pursue a career in a higher education program which will lead to a four-year baccalaureate degree.

We have a responsibility to provide experiences for those members of our community who desire to maintain, enhance, or establish new "living skills". This can be accomplished only through a highly organized and efficient adult education program.

In addition, provisions must be provided for those youth and adults who have left school so they may be given the opportunity to pursue additional educational or career options through a flexible basic adult and vocational adult educational system that offers unlimited options.

CHARACTERISTICS OF CAREER EDUCATION

A. Career education helps students to develop a personal plan for lifelong learning which will include learning about the world we live in, its people, the social and physical environment; learning about the sciences, arts, and literature we have inherited and are creating; and learning about the way in which the world's people are interacting. Effective career education equips individuals to live their lives as fulfilled human beings.

B. Career education is organized in a pyramid approach, beginning with self and career awareness in the elementary grades and moving from the general to the more specific orientation to the world of work. In junior high school, students are provided with exploratory experiences. These experiences in turn, provide knowledge and experience to assist decision-making regarding areas of study and more specific preparation which the student will pursue in senior high school, post-secondary, and adult education programs. Intensive guidange and counseling is provided concurrently with classroom instruction and skill development to improve the student's decision-making abilities.

C. Careers are structured in relation to fields of work or clusters of occupations which are related to each other, such as the industrial cluster, agricultural cluster, or marketing cluster.

D. Emphasis is placed on using multi-media learning approaches such as films and video-tapes which may be more effective with students having a wide range of learning styles and skills. Types of instructional methods include classroom and laboratory activities, field observation, in-school skill training, work experience, cooperative education, and on-the-job training.

E. All students leaving high school will be prepared for, and actively assisted in securing placement in either a job in the world of work, a post-secondary vocational-technical education center, or a higher education degree program.

F. Career education focuses on the needs of the individual, society, economy, and the employer.

G. Career education provides knowledge and experiences that will enhance employment adaptability in a time of rapid changes due to technological advances and fluctuating economic trends.

H. Successful operation of a career education program will require active participation from advisory counsils, composed of local employers, union representatives, and involved community groups.

SPECIFIC GOALS OF CAREER EDUCATION

1) To make educational subject matter more meaningful and relevant to the individual through a process of curricular restructioning and focusing it around a career development theme.

2) To provide all persons the guidance, counseling, and instruction needed to develop their self-awareness and self-direction; to expand their occupational awareness and aspirations; and to develop appropriate attitudes about the personal and social significance of work.

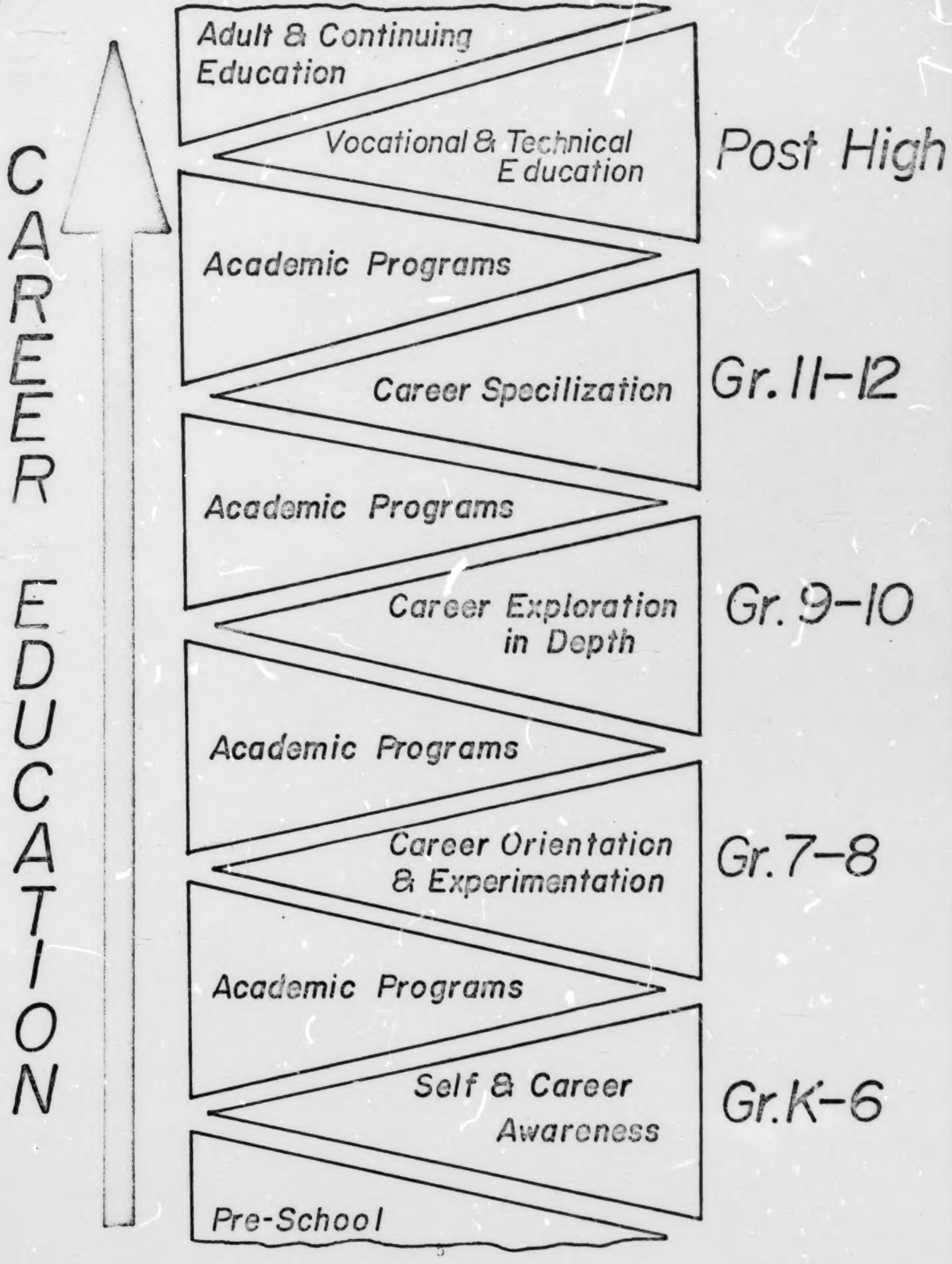
3) To assure the opportunity for all persons to gain an entry level marketable skill prior to their leaving school.

4) To prepare all persons completing secondary school with the knowledges and skills necessary to become employed or to pursue further education.

5) To provide services for placing every person in the next step in his development whether it be employment or further education.

6) To build into the educational system a greater utilization and coordination of all community resources.

7) To increase the educational and occupational options available to all persons through a flexible educational system which facilitates entrance and re-entry either into the world of work or the educational system.


CAREER EDUCATION
Adult & Continuing Education
Vocational & Technical Education
Post High
Academic Programs
Career Specilization
Gr. 11-12
Academic Programs
Career Exploration in Depth
Gr. 9-10
Academic Programs
Career Orientation & Experimentation
Gr. 7-8
Academic Programs
Self & Career Awareness
Gr. K-6
Pre-School

PHASES OF DEVELOPMENT

I. Self and Career Awareness

A program to familiarize students with the world of work including the many kinds of work people do and the inter-relationship of such work in producing and using goods and services. Emphasis is placed upon attitudes, values, dignity of work, and the relationship of manipulative activities to the total instructional programs.

II. Career Orientation and Exploration

A program consisting of laboratory instruction (1) to give students first-hand experiences with the kinds and levels of work performed in a broad range of industry and occupations for which special skills are required; (2) to inform them of requirements and qualifications for particular careers; (3) to acquaint them with the significance of changing and evolving technologies; (4) to instill in them an understanding and appreciation for the dignity of work; and (5) to assist them in making informed and meaningful career selections.

III. Career Exploration in Depth

A program designed to provide transitional experiences to bridge the gap between the awareness/orientation focus and specialized in-depth offerings. Experiences will provide students with the opportunity to select and explore an occupational cluster for the purpose of assessing his performance, aptitudes, and interests.

IV. Career Specialization

A program which is designed to prepare individuals for enrollment in advanced or highly skilled post-secondary and technical education programs. Experiences should assist the students in continuing to assess their interests, abilities, limitations, and potentialities with respect to industrial and technical occupations. It should provide them with entry level skills and knowledge from a selected occupation as well as selected occupational cluster or portion of that cluster.

V. Vocational-Technical Education

A program of education organized to prepare the learner for entrance into a particular chosen vocation or to upgrade employed workers; including such divisions as trades and industrial education, technical education, agricultural education, distributive education, and home economics education.

VI. Adult and Continuing Education

A program of laboratory experiences for adults and out-of-school youth who may benefit from broad, basic instruction related to the educational needs of the community.

OBJECTIVES FOR

GRADE LEVELS K - 6

The student will:

A. Develop a sense of personal worth

B. Develop a more realistice perception of self.

Who am I?

How do I relate to people?

How can I improve myself?

C. Develop and improve interpersonal relationships.

D. Develop wholesome attitudes toward all types of work.

E. Will become familiar with occupations through exploration of the world of work.

OBJECTIVES FOR
GRADE LEVELS 7 - 9

A. Develop and implement a career centered educational program as an integral component of the curriculum.

B. Acquaint students with various types of individual differences and promote appreciation of how individual differences affect career decisions while investigating their individual characteristics.

C. Enable students to use the various sources of occupational resources and classifications and survey those occupations with which they can identify and which are of most interest to them.

D. Compare the expectations of junior high school with high school and relate courses of study and school activities to career decisions.

E. Encourage in-depth exploration in one or more occupational clusters which may provide entry level skill and evaluate the results based upon the individual career aspirations of the student.

F. Provide guidance and counseling services to further assist students in determining their course of study for the high school with the following options: (1) intensive job preparation (2) preparation for post-secondary occupational programs, or (3) preparation for a 4-year college or university program.

OBJECTIVES FOR

GRADE LEVELS 10 - 12

A. The student will select educational and training programs in terms of his needs, interests, abilities, and values that will assist him in converting career preference into reality.

B. The student will formulate a personal definition of work.

C. The student will analyze his vocational choice and the possible careers which he might pursue in terms of his interest, abilities, and chances for success.

D. The student will analyze the degree to which hobbies and interests affect his present career choice.

E. The student will demonstrate basic educational and vocational skills which will qualify him for an entry level job or for further education in an occupational area of his choice.

CLUSTERS

The body of content has been divided into fifteen clusters that encompass the world of work, as described by the United States Office of Education. Each cluster included occupations and their function as they relate to the general economic or societal pursuits and which require similar skills and knowledges.

The clusters include:

Health

Construction

Manufacturing

Transportation

Marine Science

Public Services

Personal Services

Arts and Humanities

Business and Office

Environmental Control

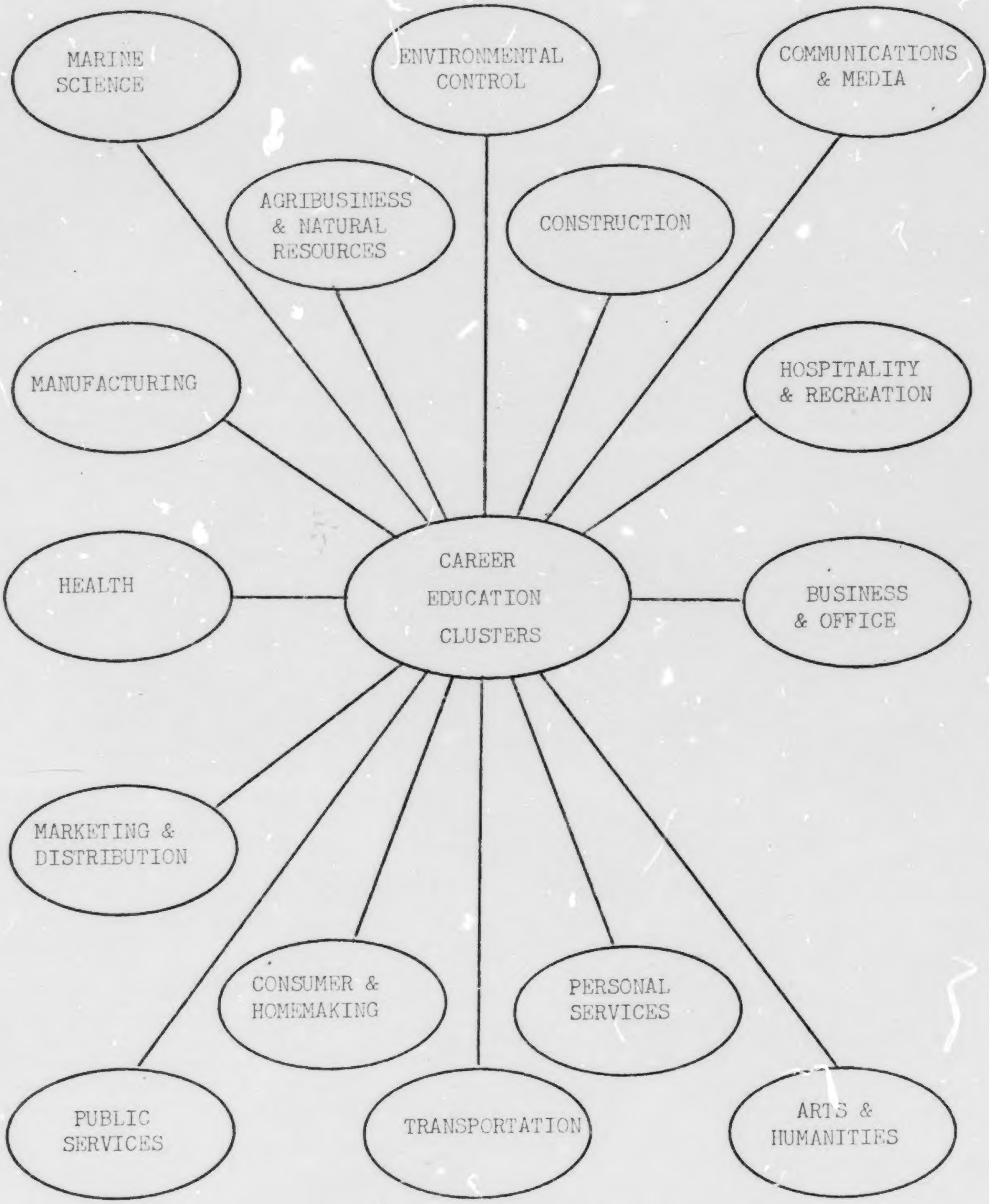
Consumer and Homemaking

Communications and Media

Hospitality and Recreation

Marketing and Distribution

Agri-Business and Natural Resources


MARINE SCIENCE
ENVIRONMENTAL CONTROL
COMMUNICATIONS & MEDIA
AGRIBUSINESS & NATURAL RESOURCES
CONSTRUCTION
MANUFACTURING
HOSPITALITY & RECREATION
HEALTH
CAREER EDUCATION CLUSTERS
BUSINESS & OFFICE
MARKETING & DISTRIBUTION
CONSUMER & HOMEMAKING
PERSONAL SERVICES
PUBLIC SERVICES
TRANSPORTATION
ARTS & HUMANITIES

CAREER EDUCATION MODELS

The United State Office of Education has given its new Career Education Development Task Force fifteen million dollars for fiscal 1972, plus some funds left over from OE's 1971 budget, for the development of four basic models to undergrid Commissioner Sidney P. Marland's career education concept. The four (called the school-based model, the employer-based model, the home-based model, and the institutional model) will be designed to permit people to shift from one mode to another as their needs change. In short, they take into consideration the fact that people are not students all their lives.

School-Based Model

This affects the entire grade and high school curriculum. At the elementary school level, the child is exposed and learns about a wide range of jobs and their requirements. In junior high, he studies specific occupational clusters, such as Health, Marketing and Distribution, or Public Services. The materials in these clusters are presented through work experiences and observations as well as regular class work. By senior high, the youth is well along toward specialization and acquisition of salable job skills.

Employer-Based Model

A consortium of public and private employers, such as unions, community groups, and public agencies, would join to provide unmotivated students, aged 13 through 18, with what OE calls "significant alternatives" to current schools. These alternatives would combine vocational training, education in academic fundamentals and work experience selected for career development possibilities. Enrollment would be open year-round and youngsters would progress at their own pace.

Home-Based Model

The idea here is to provide learning for young adults (18 through 25) and possible older persons too, who have left formal schooling. They would, presumably, increase their employability using the home as a learning center through modern technology--TV and radio, audio-visual tape cassettes, and printed materials.

Institutional Model

This is sometimes called the rural-residential model. The model's purpose is to develop and implement resident career education programs for unskilled persons living in rural areas. Families would be brought to the training site so that, in the words of an OE source, "Each family member can develop an appropriate career role through employment, study, or home management or a combination of these."

ELEMENTARY GUIDANCE

INTRODUCTION

The Sioux Falls Career Awareness Guide for the elementary area includes the exploration of self through personal development programs and counseling activities, the exploration of the world of work beginning with the home, expanding into the neighborhood, community, state, nation, going beyond the borders of our country as the students relate the world of work to the world community and the exploration of outer space.

The program of self awareness and career awareness is planned to be developmental, offering structured experiences in each classroom with the experiences geared for the maturational level of the student. The structured approach serves as a base for introducing concepts. Within the structure there is opportunity for an individual student to choose an interest area/areas which the student particularly wishes to explore. Creativity in exploration is to be encouraged.

The self awareness section of the guide is designed to help the child understand what kind of person he is, to find his area of interest, determine his abilities and to identify the values he holds. Enhancement of self-awareness is included at all levels of teaching.

Career awareness in the elementary area does not seek to have a child select a career. Rather, the focus is upon experiences that will help the child to make appropriate decisions in later years. The plan suggests a variety of exposures to the world of work which will help the child make appropriate decisions regarding his role when he reaches a point in life where these decisions become necessary. The program is planned to avoid drifting through childhood without adequate exposures to the working world.

It is planned to develop a respect for the dignity of work. As the child explores the world of work he will become aware of the importance and interdependence of workers.

In a study developed by Richard Nelson (1963) concerning early occupational attitudes he reported that the findings from his study suggested,

> "...the occupational elimination process starts early, that occupational attitudes do not await the ninth grade unit on occupations, that fantasy in occupational thinking of younger children comes partly from the questions asked of them and that relatively irreversible and damaging occupational concepts may be internalized because little effort is made to help children develop an early and objective understanding of the world of work."

Through the program prepared by the CASES committee the students will be exposed to early and objective understandings of the world of work. The students will have opportunity to explore the self through the awareness program - discovering strengths, limitations, interests, identifying needs. They will have the opportunity to develop a more positive concept of self, to practice new patterns of behavior for improved interpersonal relations between peers and significant people in their environment. As the individual begins to identify and discover "himself" he will then be able to identify areas of work which may be more in harmony with his interests, needs, and abilities. This does not necessarily limit his choices, rather it gives the opportunity to explore the areas in greater depth. The questions being asked will serve to expand the area of choice - even though it be a fantasy choice at this stage.

ROLE OF THE ELEMENTARY COUNSELOR IN THE CAREER AWARENESS PROJECT

The implementation of a program in the development of career awareness at the elementary level has two definite facets: the understanding of self and the awareness of the personnel in the world of work.

Our project has as a prime objective the development of self-awareness for every child who is included in the program. This objective is being developed within the classroom program under the supervision of the classroom teacher, reinforced by counseling activities with the elementary counselor. Cooperation between teacher and counselor is a planned part of the program. As the units are developed the teachers will incorporate the aid of the guidance counselor for classroom presentations concerning topics that pertain to the values that are being developed within the classroom units. The counselor also serves in the usual role of counselor for individuals and for small groups, helping students to solve problems, develop self-understanding, improve interpersonal relationships, serving as consultant to teachers and parents.

To assist the pupil in becoming aware of his abilities, sociometric data is valuable. The counselor will assist in the collection of this information. The special teachers, such as the physical education, art and music instructors, the nurse, the speech therapist, will also have an opportunity to cooperate in the program and they will be contacted by the counselor and asked to assist in giving information concerning the abilities of the students included in the career awareness program.

Pre-testing and post-testing is a necessary part of the CASES project. This evaluation will be coordinated by the counselor with assistance from the project director.

The counselor will also be available for assisting in making arrangements for field trips associated with the elementary CASES project.

Parent contact is always included in a counseling and guidance program. These contacts will be enlarged to include sharing of plans and expectations concerning the development of the career awareness program.

THE DEVELOPMENT OF SELF-CONCEPT

Self-concept and its development is an integral part of the CASES project here in Sioux Falls. The focus on "self" through the activities of the self-awareness program provides the tools for the development of a positive self-concept The theorists speak of self-concept as being basic in vocational development; researchers identify the direct relationship that self-concept has to achievement. As educators we are fully aware of the importance of self-concept in the growth of an individual.

Defining self-concept one can say that is is a complex system of attitudes which the individual has developed concerning himself in relation to the external world with which he has psychological contact (Mouly, 1968). Purkey (1967) says that self-concept also includes beliefs and opinions in addition to attitudes. The private inner thoughts, feelings, attitudes and values are included by Barry and Wolfe (1962) also, the experiences, expectations, attitudes, values and opinions derived from other people and their cultures. Bailey (1971) includes three things in a self-concept: the person's own intimate view of himself; his perception of how others view him, and his idea of the person he would like to be - his ideal self. These definitions point to the complexity of the variable we speak of as "self-concept." Attitudes, values, beliefs, opinions, feelings, and inner thoughts which have been incorporated in the total person are accepted as determinants of self-concept as we seek to identify (through our program) each child's view of himself, his perception of how others view him, and his idea of the person he would like to be.

Donald Super (1963) says in his basic propositions that the process of vocational development is essentially that of developing and implementing a self-concept. He goes on to explain the process by emphasizing the importance of using such questions as:

> What sort of person do I think I am?
> How do I feel about myself as I think I am?
> What sort of person would I like to be?
> What are my values and needs?
> What are my aptitudes and interests?
> What can I do to reconcile my self-ideal with my real self?
> What outlets are there for me with my needs, values, interests, and aptitudes?
> How can I make use of these outlets?

Other theorists also recognize the importance of early identification of "Who Am I?" Holland (1966) speaks about personality, six distinct types, and how individuals with these personality characteristics relate to the world of work. Tiedeman and O'Hara make a distinction between making a living and making a life in their model of a career selection. One of their three main concepts in the process is that of ego-identity. Basically, ego-identity is a view or an attitude toward self and one's situation in life. Other theorists also include the importance of self in their theories of vocational development.

Research indicates that self-concept is directly related to achievement and behavior (Bodwin, 1959; Brookover, 1964; Lumpkin, 1959; Raph, 1966; Spaulding, 1964). Results of the studies showed a positive correlation between immature self-concept and reading disability; negative self attitudes were related to low academic achievement even when abilities were equal; overachievers had more positive self-concepts, a higher level of adjustment, were viewed more positively by peers and teachers. According to the results of these studies the attitude toward self stands in a causal relationship to academic achievement and behavior.

Self understanding is a powerful determiner in the individual's adjustment to society according to the results of two research studies under the supervision of Carl Rogers. Bill Kell and Helen McNeil (1965) in two separate but identical studies under the supervision of Carl Rogers found that the best predictor for future adjustment was the individual's ability to face and accept himself and to have a realistic view of himself and reality. The second best evaluator was the satisfactoriness of his social contacts, the adequacy of his social relationships. These stood out as outstanding factors. Rogers points out that the significance of this finding lies in the fact that these elements - the individual's acceptance of himself and of reality, his social adequacy, should be the most subject to natural change or planned alteration. The study suggested that these most potent influences in the individual's behavior could be alterable to some degree without having any change in his physical or social heredity or in his present environment; that the most powerful determinant would appear to lie in the attitudes of the person himself.

Interaction with significant others serves as an effective agent in influencing behavior and the feelings about self. Brookover (1964) and Perkins (1965) found that the interaction with parents, siblings, teachers and peers serves as an agent in the child's perception of self. These people are important to the success or failure of a child. Dr. Glasser (1969) says that practically everyone who identifies himself as being successful has someone who cares for him, someone who loves him. This person who feels successful also has the ability to care for someone else. Dr. Glasser says also that if a person is on the success pathway he believes that what he is doing is worthwhile and he has some confidence that others in the world also believe that what he is doing is worthwhile - generally speaking.

Since it has been established that significant people are important in the development of self perceptions for a child then it seems reasonable that approaches and activities can be planned to help the individual develop healthier and more positive feelings of self. A teacher's realization of her importance may alter some of the approaches she has been using; she might implement other approaches.

Recognition has been given to the importance of self-understanding, the importance of a positive self-concept. How do we choose to implement this information into our program?

Each student will have the opportunity to identify his real self, his ideal self, and to learn how others see him as the children participate in the self-awareness activities; as they discuss together their likenesses and differences, their preferences; as they identify interests and abilities, strengths and weaknesses; as they seek the results of sociometric evaluation through counseling interviews; as they request and receive peer evaluations in group counseling sessions.

As Dr. Glasser stated at the Annual Meeting of the National Association of Elementary School Principals (1969):

> "What's very, very necessary is . . . that we set up our schools so that children can spend a great deal of time evaluating themselves. In the end, this is what counts. It's not what other people say of you that's terribly important; it's your impression of yourself, relative to others and to everything else."

How will the child see himself - as a success or as a failure? If the child should identify himself as a failure then it is important that we recognize his feelings of inadequacy as it is our responsibility to see that the child succeeds while he is in school. It is our responsibility to develop a program that makes it possible for him to succeed. Each child needs to feel that he can do something worthwhile and that his efforts are appreciated by others.

The recognition of the importance of the significant people in the life of an individual will also be utilized. Selection for counseling groups can use the peer model idea so that groups can be heterogeneously formed on sociometric rank - thus providing peer models in every group. Encouragement, praise, reinforcement of positive behavior from the significant adults in the child's environment are very important and will be utilized to promote the positive development of self.

The establishment of an identity - Who am I? How do I relate to others? What are my strengths? How do I feel about myself? - these questions are basic for every age level including adulthood. The questions provide for a realistic evaluation of self. We are encouraged to believe that through the development of self understanding the individual will find areas of successful achievement.

DEVELOPING GOALS

"What are your goals for this day? for this week? for this year?" "There is something that you are eager to learn - what is it?" "Something is exciting - you want to find out more about it! What is it?" "You woke-up this morning and maybe you said, 'I wonder what will be new today.'"

Defining a goal, verbalizing a goal, writing a goal - learning becomes alive!

Short term goals - long term goals, children are capable of identifying specific goals. It is part of the decision-making process.

Will the child be able to identify the task, the subject, the specific area which challenges him? Why is he in school? Can the student sort-out, define, explain why he is in school?

Let's give the student the opportunity to find answers to these questions through his own thinking processes. As he formulates goals let's follow through and evaluate progress, let's help him to evaluate his own progress.

Making choices begins early. Parents have the first opportunity to challenge the child to make a choice. Some choices along the development path can be: "Would you rather have orange juice or tomato juice?" "Do you want to wear your sweater or your jacket?" This is the beginning, the child makes choices within limits. The child learns how to select, how to choose. As he matures the choices become more complex; more independence is needed for making choices. Then, one day, the important decision must be made of "What work shall I choose, what direction shall I follow in developing my career?"

First Grade:

The first visit that the counselor makes to the classroom serves as an introduction of counselor/counseling to the children. Sketches, pictures of Charlie Brown and his friends, other captivating pictures can be used for sustaining attention. As each individual child has the opportunity to verbalize a goal the responses can be recorded on the chalkboard or on a chart. "*This is what I want to learn in first grade!*" The teacher, an aide or another adult in the room can record statements made by children for later reference. Reinforcement for "thinking of different things" that can be learned in first grade adds excitement as the children develop their own first grade goals. Some of the goals are short term, others are long term. If the teacher is out of the room during the period, then a surprise report can be given by the children when she returns to the room from the story written on the chalkboard or on the chart.

The children should become aware that the counselor feels their responses are very important. The counselor will be talking with them at different times during the year to discover all the exciting things that they have been learning in first grade!

The counselor serves as a reinforcer as the teacher works to help children identify goals. The counselor is one more person who cares, one who is genuinely interested in the progress of the child.

The counselor needs to be alert, keep the interest of the children, use quick little "games" which help children to maintain interest. At the same time these games are devices that develop listening or coordination skills. The first visit of the counselor to the classroom sets the stage for the counseling relationship.

Second Grade, Third Grade:

The approach used in the first visit to the second and third grade classrooms is similar to the approach used in the first grade classrooms with some differences. A prepared list of names can be available for recording the verbal responses of the children. The teacher and the aides in the classroom facilitate this task. The responses given by the children are either posted in the counseling room or are readily available for use throughout the year. Also, if it seems likely that children might echo goals given by others the approach can be changed. Children can whisper something that they wish to accomplish to the aide, teacher or counselor. This approach can also become an exciting adventure as the goals are reported to the group without breaking the confidence of the person who stated the goal.

Fourth, Fifth and Sixth Grades:

A written form serves more than one purpose as the children in the 4th, 5th, and 6th grades identify areas of achievement, interest, and future plans. As the student identifies a goal by writing it on the form, the goal becomes more established in his mind. The written form serves as a ready reference during personal interviews or counseling sessions. It also serves as a more intimate contact between counselor and student if the student wishes to share personal concerns with the counselor.

Hopefully, the classes will not be too large so that within the short time that the counselor has contact with the class, each student can feel that he has been personally recognized, through a smile, through some brief comment as the counselor accepts the completed form from the student.

The introduction given by the counselor is equally important to this grade level as that given in the primary grades. Each student should have an idea of what to expect from a counselor and from a counseling relationship. Enthusiasm is the key.

End-of-year Evaluation in the Primary Grades:

The evaluation used at the termination of the school year is to be retained for making comparisons of the child's growth the next year. By the end of the first year most first grade children have learned to write and the primary evaluation form gives the first grader an opportunity to demonstrate to the counselor his proficiency in writing. In addition, the form supplies information on: interpersonal relationships, feelings about self, school, and family. It also indicated ability to plan for the future which may range from doing nothing to the formulation of many goals. "Doing nothing" may be as indicative of an individual need as any of the other goals.

Sufficient time should be made available for this evaluation. Children should be encouraged to use their own thoughts. Help may be given for spelling words when requested. Appreciation should be extended to each child for his efforts.

End-of-year Evaluation in the Intermediate Grades:

This form supplies a method of reaching many students within a short period of time. The forms completed by the students at the beginning of the term should be available to the student after he has evaluated his achievement for the year. Thus, he can make his own judgement concerning attainment of goals. The evaluation also serves to give feedback to the counselor on the counseling relationship.

SELF UNDERSTANDING

Decision-making: (Upper Elementary Grades)

GOALS

______________________ (name)   ______________ (date)   ____________ (grade)

This is the beginning of a new year. Each one of us has the opportunity to get a new and fresh beginning in school. There are some activities that we especially enjoy and it seems that we do quite well in these activities. There are other activities that we need to put forth more effort and when we have successes it gives us an especially good feeling.

I do my best work in ____

I like to ____

____

This year I plan to improve in __________________________________

____

____

Something that has happened to me that I would like to tell you about:

____

____

SELF UNDERSTANDING

Evaluation: (Upper Elementary Grades)

(name) ______________________ (date) ______________ (grade) ____________

At the beginning of the school year you were asked to identify plans for your improvement this year in school. Now, at the end of the year, I would like to know how you feel about yourself and your accomplishments during this year. Please be frank and open, write as you really feel. Thank you. Your counselor, ____

This year I showed my greatest improvement in ______________________

Did you choose to participate in group counseling this year? __________

If you were in a group this year would you please write a sentence, or two or three, giving your feelings about these sessions? ______________

Did these sessions help you to feel differently about yourself? ________

In what way? ____

Did you feel that the counselor was interested in helping you to become a better person? ____

Would you have liked more appointments with the counselor? ____________

Did you feel free to come and see the counselor without a special appointment? ____

A form for End-of-year Evaluation in the Primary Grades

My name is ______________________________

My best subject is ______________________

My friends are __________________________

My friends (like - don't like) me.

I am a ________________________ person.

School is _______________________________

I like __________________________________

My family is ____________________________

____

This summer I plan to ___________________

____

Draw a picture of yourself. You may draw it on the back of this paper.

Thank you,
Mrs. Shelver, counselor

EXPLORATION OF SELF THROUGH PERSONAL DEVELOPMENT PROGRAMS

Classroom teachers have included in the career awareness guide, at the elementary level, a definite program for the exploration of self. Each teacher has included specific materials and adapted other materials to meet the needs of her students. The projected plans include the following materials:

Focus on Self-Development - Science Research Associates, 1970

Stage One - Awareness
Stage Two - Responding

Developing Understanding of Self - DUSO, Dinkmeyer

American Guidance Service, 1970.

Dimensions of Personality - Walter J. Limbacher

Kit - "Now I'm Ready" - First Grade
Kit - "I Can Do It" - Second Grade
Kit - "What About Me?" - Third Grade
Here I Am - Fourth Grade
I'm Not Alone - Fifth Grade
Becoming Myself - Sixth Grade

Teacher developed units on Self-Awareness

Health Textbooks. Units on development of self-concept and interpersonal relationships will be utilized at all grade levels.

In addition, the counselor will serve as an additional source for materials that relate to the development of self along with the counseling and guidance services.

LABELING

Caution must be used in the application of labels to the different types of behavior, abilities or disabilities of children. In observing and identifying the different characteristics of children the tags or identifying names that are given to them can be retained for years and these labels can be harmful. The use of designations is helpful only if a child can find them useful in building a better self.

Labels can be misleading; labels can also influence a teacher's attitude toward a child. It becomes necessary to look at a child in terms of the behavior characteristic he displays - not just negative behavior but also positive behavior. It is important that a child's strengths be identified as well as his weaknesses.

Research indicates that encouragement and positive reinforcement of acceptable behavior fosters acceptable behavior and also fosters improved achievement; that positive self-concepts are related to achievement and positive behavior, according to: Bodwin (1959), Brookover (1964), Hawk (1967), Lumpkin (1959), Purkey (1967), Raph (1966), Rosenberg (1962), Spaulding (1964). As the student's strengths and his special abilities are noted the individual feels worthwhile, and he is ready to repeat the same behavior in order to receive the reward of approval. Positive patterns of behavior are thus being strengthened.

It is important that the identification of a child's behavior characteristics be used for the purpose of helping the child.

IDENTIFICATION OF INTEREST AREAS

The Science Research Associates Interest Inventory, "What I Like To Do," Grades 4-7, has been included in the guide for students to use in determining their special areas of interest. Each student will complete and score his own form. A comparison between early interests and the way in which he sees himself later in the year can be made.

The categories of Art, Music, Social Studies, and Science (sub-tests A, B, C, and H) can be used as pre- and post evaluative instruments.

IDENTIFICATION OF BEHAVIOR CHARACTERISTICS OF CHILDREN

Identification of behavior characteristics of children in the elementary school can be facilitated by: teacher observation, student identification through sociometric devices.

A counselor can assist a teacher by supplying sociometric devices for her to use in the classroom or the counselor can also come into the classroom and administer the test. As observations are collected, the information can be tabulated so that it can become a useful tool in helping the student to evaluate himself and in helping the teacher to understand the student. The student should have the opportunity to evaluate himself in an individual conference with the counselor. It is important that every child have his strengths, his special abilities, established both for his information and for the information of the significant people with whom he relates. The knowledge that he has special areas of strength serves as a cushion to the student helping him to accept his lesser abilities (whether we call them limitations or weaknesses). A realistic picture of self gives the student the opportunity to say, "I think that I should work to improve myself in _________." Also, "These are some approaches that I can use in trying to make a better me."

The children who are included in the career awareness program at the elementary level will be identified in the following areas:

intellectual ability
scientific ability
leadership ability
artistic ability
writing talent
dramatic talent
musical talent
dancing talent

mechanical skills
physical skills
social behavior
slow learners
speech handicaps
hearing handicaps
visual handicaps
crippling handicaps
special health problems

IDENTIFICATION OF ABILITIES

If a student is to realistically evaluate "self" with the purpose of gaining an understanding of himself, his unique capabilities and liabilities, he will need some assistance. The tools that he will have for this self-assessment of abilities will be the evaluations given to him by his teachers in daily class work as well as through reporting through conference and report cards, the scores from Iowa Test of Basic Skills for grades three through six, sociometric data collected from peers, and self-evaluation.

Some classrooms arrange to have the students graph their own profiles for the ITBS scores. Another arrangement that can be effective is for individual conferences between student and counselor. The counselor interprets the area of highest achievement and the weakest area of achievement. These conferences serve as encouragement to the counselee for establishing specific goals for improvement. Interpreting the highest score and the lowest score to the student helps the low achiever to realize that he does have special areas in which he is more successful than others, thus reducing the possibility of the student labeling himself as a failure. It seems that the low achiever can handle his limitations better when he faces them in this manner. The high achiever can usually handle additional information about his test scores which serves as an encouragement process for him, also.

Kough and DeHaan have designed sociometric instruments for evaluating leadership abilities, mechanical and physical skills.

There are many kinds of leaders and degrees of leadership. Sometimes the leadership is not constructive. When leadership qualities are identified to the student who has destructive behavior the identification is a first step in developing these abilities along constructive lines.

Mechanical ability needs special recognition in the classroom. There are promising employment opportunities for electronic technicians, aircraft mechanics, industrial machine repairmen, automobile mechanics, and metal workers. When a child recognizes that he has mechanical apptitude it may spur him to explore occupations which require this special ability.

For those who excel physically there are opportunities for careers in recreation or sports. Feeling successful in physical activity helps some children to adjust better socially and emotionally. It also gives them encouragement to take more interest in schoolwork.

The student will also have the opportunity to evaluate himself in the areas of art, music, drama, dance through self-evaluation and through feedback from teachers and peers.

Through the classroom program of development of self-awareness and the self-evaluation checklists the student can evaluate his ability to relate to people. As he learns to understand himself, as he discovers how he is like others and is different from others, as he develops an understanding of other people he is in a better position to make decisions concerning changes he would like to make in his behavior. Changes in behavior are most effective when the individual makes the decision and has the support and encouragement of the significant people in his life.

This form serves as a conference format for helping the student identify his strengths and weaknesses. A carbon copy can be retained for the student's file, the original for the student to take home.

Name________________________________ ______________________(date)

Grade_______________________________

This is a report of the progress made from______________Grade to____________

Grade according to the scores from the Iowa Test of Basic Skills.

6th Grade - My highest score was in_________________________

My lowest score was in__________________________

5th Grade - My highest score was in_________________________

My lowest score was in__________________________

4th Grade - My highest score was in_________________________

My lowest score was in__________________________

3rd Grade - My highest score was in_________________________

My lowest score was in__________________________

____

____

This last year my greatest gain was made in_________________________________

This last year my least gain was in____

Vocabulary (indicate growth in months)______

Reading Comprehension_______________________

Language Arts Skills:

Spelling________________________________

Capitalization__________________________

Punctuation_____________________________

English Usage___________________________

Work Study Skills:

Map Reading_____________

Reading Graphs and Tables

____

Use of References_______

Mathematics:

Concepts________________

Problems________________

Total Composite Score____________________

Comments:____

____

Counselor's name____________________

PERSONAL UNDERSTANDINGS

Likenesses and Differences:

ABILITIES

Each person possesses strengths and weaknesses; each person has special abilities and limitations. As attention is focused on individual differences the child can begin to build a realistic perception of self, can identify his strengths and weaknesses, can make decisions concerning ways in which he wishes to improve himself.

An idea for focusing attention on the fact that children are different in ability:

Bulletin Board or Poster

Cut a large picture of a boy and a girl from a magazine. Arrange the pictures on a bulletin board or on a large piece of tag board. Radiate captions and examples of abilities from the girl or the boy in the center of the poster. Types of abilities that children could include in the display are:

- writing ability
- mental ability
- scientific ability
- artistic ability
- physical ability
- manual dexterity
- clerical ability
- musical ability
- creative ability
- persuasive ability

This shows that individuals can have more than one skill or ability. As the children work with this project they are also developing vocabulary. Other skills and learnings can be conveniently correlated with this project.

PERSONAL UNDERSTANDINGS

Likenesses and Differences:

PREFERENCES

Each individual is a unique human being sharing some of the same characteristics as others and being different in other ways. Each individual needs to become aware of the ways in which he is like other people and the ways in which he is different. Attention needs to be centered on the identification of likenesses and differences. This exercise focuses attention on individual preferences. Comparisons can then be made with other children to identify likenesses and defferences.

The children should understand that their responses are not right or wrong since this might lead them to feel inhibited in the exploration of self. Each child should have the opportunity to discover that people are different, that we have different likes, dislikes, and hold different values.

LIKES AND DISLIKES --- PREFERENCES

A color I like ____________________	A color I do not like _______________
A food I like ____________________	A food I do not like _______________
A school activity I like __________ ___________________________________	A school activity I do not like _____ ___________________________________
Games that I like to play _________ (quiet or active) ___________________________________	Games that I do not like to play ____ (quiet or active) ___________________________________
Clothes that I like to wear ______ ___________________________________	Clothes that I do not like to wear __ ___________________________________
Tools I like to use _______________ ___________________________________	Tools I do not like to use _________ ___________________________________

A hobby I like ____

For fun, I like to ____

PERSONAL UNDERSTANDINGS

Sociometric Instruments

Sociometric instruments can be used for identification of children in many areas. Kough and Dellaan in Identifying Children With Special Needs identify children in each of the following groups. Those marked with an asterik use a sociometric test for part of the identification process.

Intellectual ability
Scientific ability
**Leadership ability - p. 33,34
Artistic talent
Writing talent
Dramatic talent
Musical talent
Dancing talent
**Mechanical skills - p.52,53
**Physical skills - p. 56,57
Aggressive maladjustment
Withdrawn maladjustment
**General maladjustment - p. 63,64
**Potential drop-outs - p. 68
Slow learners
Speech handicaps
Hearing handicaps
Visual handicaps
Crippling handicaps
Special health problems

The following suggestion may be used for a variety of groupings. When this type of a sociogram is used the information gathered should be utilized for the announced purpose, for example: groupings for a field trip, groupings for a special project in the classroom, etc.

Instructions: Pupils are given 3" x 5" cards.

"Place your name in the upper left hand corner of the card. In the middle of the card write the names of two people you would like to have as your partner. Write the numeral "1" after your first choice. Write the numeral "2" after your second choice.

PERSONAL UNDERSTANDINGS

Sociometric Instrument

This instrument was devised by J. R. Barclay (1966) and provides a sociometric score. It is a measure of peer evaluation obtained from all the children in the classroom.

Directions:

1. An alphabetical list of the students is prepared and given to each member of the class. Each name is prefaced with a number.
2. "Find your name on the list. Cross out your name on the list."
3. "Keep your paper covered. The marks that you place on this paper are confidential - no one is to know how you have marked your paper."
4. "Circle the number corresponding to the names of your friends, the people with whom you like to work and play. You may circle as many as you wish or as few as you wish."
5. "Place an "X" on the number before the name of anyone you do not care to work or play with. You may "X" as many as you wish or as few as you wish."

Scoring:

1. From the sheets collected in the classroom, count all the times that student #1 has had his number circled. Enter the number of times he was selected on the tally sheet. This will always be a positive number.
2. Count the number of times student #1 had his number "X"ed out. Enter this number in a column two of the tally sheet. This number will always be a negative number.
3. Now add column 1 and column 2 for student #1. Enter this number in the third column. This number may be a positive or a negative number.
4. Add the number obtained in column 3 to 50. The number obtained is called the sociometric score.
5. Proceed with instructions 1, 2, 3, and 4 for the remainder of the students on the list and obtain a sociometric score.
6. On a separate sheet of paper list each student according to sociometric rank. That is, the student with the highest sociometric score is ranked in the #1 position. If students have the same sociometric score give them the same sociometric rank. For example, it is possible to have three students ranked as #5 if their

sociometric scores are the same and they qualify for the fifth rank position.

A CLASS PLAY

This instrument can be used by the teacher as well as the counselor in a classroom. It is an instrument that must be used with care. The information given by students is confidential information. When a student wishes to have a conference to learn how others see him, then he is also probably ready to make decisions concerning changes in himself (if he does not like the image projected by his classmates).

The class play is developed to gather information on how students communicate with one another, to learn how the individual students perceive others and how the student perceives himself in relation to others.

Section II: In this section the student gives information about himself. "Which part or parts would you like to play best?" might give a picture of the student's ideal self. "Which part or parts do you think you could play?" might give a perception of real self. "Which part or parts do you think the teacher might ask you to play?" might give the student's feeling of teacher perception. "Which part or parts do you think most of the other kids would ask you to play?" gives the picture of how the individual feels his peers perceive him.

PERSONAL UNDERSTANDINGS

Sociometric Instrument: (source unknown)

A CLASS PLAY

Just imagine that your class is going to give a play and you are selected to be the director of the play. Below you will see the parts that will be needed for this play - the cast of characters. As director, you have the responsibility for selecting any boy or girl in your class for any of the parts. Since many of the parts are small, you may, if you wish, select the same boy or girl for more than one part.

In order to make this play successful and lots more fun, you will need to choose boys and girls who, you think, would be most natural for the part. Make you choices carefully. If you have any questions about the meaning of the word or have other questions, feel free to ask your teacher.

These are the parts:

Part 1 The Hero - someone who is good in sports and good in school work 1. ____________
Part 2 Someone who is often mean and gets into fights a great deal. (boy or girl) 2. ____________
Part 3 The Heroine - someone who gets along well with other boys and girls and with the teacher. 3. ____________
Part 4 Someone who is always getting angry about little things. 4. ____________
Part 5 Someone who could be the Hero's friend - a kind, helpful boy or girl. 5. ____________
Part 6 Someone who could play the part of a bully - picks on boys and girls smaller or weaker than himself. 6. ____________
Part 7 Someone who has a good sense of humor but is always careful not to disturb the teacher or the class. 7. ____________
Part 8 Someone who could play the part of a person who doesn't ever say anything. 8. ____________
Part 9 Someone who is never mean and always friendly. 9. ____________
Part 10 Someone who could act like the laziest person in the world. 10 . ____________
Part 11 A boy or girl you would choose to be in charge when the teacher left the room. 11. ____________
Part 12 This person knows all the answers and usually works alone. 12. ____________

Section II

A. Which part or parts would you like to play best? Write number or numbers on the line. ____________________________
B. Which parts or parts do you think you could play. Write number or numbers on the line. ____________________________
C. Which part or parts do you think the teacher might ask you to play? Write number or numbers on the line. ____________________
D. Which part or parts do you think most of the other kids would ask you to play? Write number or numbers on the line. ________________

PERSONAL UNDERSTANDINGS

Self-Appraisal:

PRIMARY EVALUATION OF SELF

This evaluation may be used as a pre- and post measurement for the teacher to learn if the child is able to evaluate himself and describe himself in a more realistic manner.

The form may be used at the beginning of the second grade and again later in the year.

The form should be duplicated either in manuscript or using the primary typewriter.

1. In evaluating the self at this level the child finds it easier to draw a picture of self than to write a paragraph about self. It is suggested that each child use a large sheet of paper, at least 12" by 18", to draw a picture of himself.

2. The following sentences can be completed:

    1. I am ____________ years old.
    2. My eyes are ____________.
    3. My hair is _____________.
    4. There are ____________ people in my family.
    5. I live in a _________ house.

The growth of the child can be measured by noting the added detail in the drawing of self. It can also be measured by the Goodenough-Draw-A-Man scale. In addition, the increased accuracy in self-description on the written form can be evaluated.

PERSONAL UNDERSTANDINGS

Self-Appraisal

Questionnaire: (suggested for upper elementary grades)

		YES	NO
1.	There are some things which I can do well.		
2.	There are some things which I can't do very well.		
3.	I know about some careers which fit my interests and abilities.		
4.	I know more about myself than I did a year ago.		
5.	I want to understand myself better.		
6.	I have trouble seeing myself enjoying work when I am grown.		
7.	I think my interests will stay the same as they are now when I am grown.		
8.	I don't know why I do some of the things I do.		
9.	I see myself as a happy person.		
10.	I see myself as a person who gets along well with other people.		
11.	The most important thing to me is to be important.		
12.	I am able to start a job and finish it.		

Another suggestion: Have students write brief compostitions on the following topics:

My Leisure Time Interests
Activities I Enjoy
My Special Interests
One Special Skill Which I Have
An Ability Which I Would Like to Develop Further

Adapted from: Dunn, Charleta J. & Payne, Bill F. World of Work. Occupational Vocational Guidance in the Elementary Grades, A Handbook for Teachers and Counselors. The Leslie Press, Dallas, Texas, 1971. pp. 130-131

PERSONAL UNDERSTANDINGS

Self-Appraisal

____________________ name ____________________ grade ____________________ school

Circle the words on each line which describe you best.

IN SCHOOL

I am a leader . . . . I am a follower.

I am fast at finishing a job . . . . I am slow.

I am a hard worker . . . . I am lazy.

I am nervous . . . . I am calm.

I am likeable . . . . I am not likeable.

I am interested . . . . I am bored.

I am happy . . . . I am gloomy.

I am noisy . . . . I am quiet.

I am easily discouraged . . . . I keep at the work.

I have enough friends . . . . I don't have enough friends.

What Kind of Student are You?

Do you receive good grades? in between grades? poor grades?

I try . . . . . I get tired and quit . . . . . I want to do better but I don't know how.

I would like to be ____

____.

AT HOME

I am hard working . . . . I am lazy.

I am happy . . . . I am gloomy.

I like to be with people . . . . I like to be alone.

I am quick tempered . . . . I am slow to anger.

I am often upset . . . . I am calm.

I am helpful . . . . I am not helpful.

When I am with other children I feel:
    unhappy . . . . . . happy
    easily upset . . . calm
    bored . . . . interested

With other children, I am a follower . . . I am a leader.

With other children, I am well liked . . . I am not well liked.

With other children, I am shy . . . . . . I am bold.

In general, I am a person who is ____________________________________.

I would like to be a person who is _________________________________.

Circle the job you think you might like when you are an adult.

nurse   doctor   policeman   carpenter   plumber   electrician   mechanic

pilot   truck driver   telephone lineman   warehouseman   janitor

telephone operator   bookkeeper   sales clerk in a store   manager in a store

astronaut   construction worker   artist   musician   dancer   beauty operator

television announcer   chemist   physicist   marine biologist   optician

secretary   newspaper reporter   counselor   factory worker   farmer

Some other jobs I would like ____

____

PERSONAL UNDERSTANDINGS

Self-Appraisal

Checklist

I LIKE TO . . . .

__________ be outdoors in the winter

__________ be outdoors in the summer

__________ be indoors

__________ go hunting

__________ draw pictures

__________ paint pictures

__________ talk to people

__________ be by myself

__________ help others

__________ work with machines

__________ move around when I do things

__________ work with my hands

__________ try new things

__________ compose songs

__________ play with animals

__________ collect things

This list can also be used for comparison of "likenesses and differences" of children in the classroom.

Paragraphs can also be written, using the above information for topics of:
"What Kind of Person Am I?"
"What Kind of Person is ___(name)___."

Adapted from : Dunn, Charleta, J., & Payne, Bill F. World of Work, A Handbook for Elementary School Teachers and Counselors. The Leslie Press, Dallas, Texas, 1971. p. 76.

PERSONAL UNDERSTANDINGS

Self-Appraisal

HOW WELL DO I PERFORM?

	Very well	Pretty well	Not so good
Team games			
Swimming			
Music			
Art			
English			
Science			
Writing (stories, poetry)			
Tennis			
Home Chores			
Memorizing			
History			
Earn money			
Work with my hands			
Work well with others			
Work out problems through reasoning			
Other __________			

This will not give a true or complete piture of abilities because of lack of interest or special interest. Practice or lack of practice will also make a difference in responses. The above information can be used by the student in a conference with the counselor or the teacher to compare the student's self-appraisal with the data collected from sociometric data. Confidentiality is always stressed.

Adapted from: Dunn, Charleta & Payne, Bill. World of Work, A Handbook for Elementary School Teachers and Counselors. Leslie Press, Dallas, Texas, 1971.

WORKING WITH PARENTS

The role of parents in the CASES program will be an important factor. We feel that the involvement of parents in the career awareness project at the elementary level will have a significant effect upon the child's understandings and attitudes toward vocational learning. We also feel that the processes for vocational development are influenced by the child's parents and by his home relationships. The parents and the child's family play a significant role in the development of a positive self-concept and his aspirations in later life. Therefore, the planning of the career awareness program at the elementary level includes the following involvement for parents:

1. Sending letters to the parents/parent or guardian of each child asking for a response concerning the job, the working conditions, their opinion of whether or not their place of work would be appropriate for a field trip, along with other questions.

2. Interviewing parents, by the child, concerning working conditions, skills needed, types of related jobs, etc., for classroom reports.

3. Parents serving as resource people for classroom demonstrations concerning jobs.

4. Parents serving as aides on field trips.

5. Parents serving as chaperones to their own child on independent after school trips for student reports on careers and vocations.

6. Evening meetings for parents in which the plans and expectations of the career awareness program are explained.

7. Individual conferences; Teacher/parent, counselor/parent, teacher/counselor/parent, also conferences including the child.

George F. Hill in an address at the Ninth All Ohio Elementary Guidance Conference said, "The elementary schools' efforts at vocational guidance will necessitate the early and persistent involvement of parents. The child's self-concept, his respect for education, his attitude toward work, his educational and career aspirations - all of these significant factors in his vocational development are heavily influenced by family forces. No elementary school can expect to do all that it could to help its children develop effectively without a vital program of parental participation."

<ins>Report of the Ninth Annual All Ohio Elementary Guidance Conference, Earlier Guidance Opportunities, Priorities for the 1970's.</ins> State Department of Education, Columbus, Ohio, 1970. p. 10.

FILMSTRIPS

The following filmstrips concerning "Values" are available at Lincoln School through the Title I program and can be shared with Bancroft School. As the teachers feel that these filmstrips can be useful in the classroom self-development program, arrangements can be made with the counselor. The presentation includes a classroom discussion which is planned to encourage each child to examine his own values in relationship to the values which seem most acceptable in society.

The set, "Me, Myself and I," is recommended for small groups, in a counseling setting, to be used in series for at least six sessions.

Audio-Visual materials available to Lincoln and Bancroft Schools:

Getting Along in School - Coronet (primary)
- Being on Time
- Doing Things for Yourself
- Taking Care of Things
- Working with Others
- How Quiet Helps
- Listening and Following Directions

Developing Basic Values - Society for Visual Education (intermediate)
- Acceptance of Differences
- Consideration of Others
- Recognition of Responsibilities
- Respect for Property

Little Things That Count - Eye Gate House, Inc. (primary, intermediate)
- The Busy Bees - (joy in helping others)
- Lucy Learns to Share - (selfishness)
- Jerry Has a Surprise - (honesty is the best policy)
- Try, Try Again (perseverance)
- One Rainy Day (importance of listening)
- Jim Learns Responsibility
- Tony's Summer Vacation - (respect for property of others)
- Please is a Good Word (good manners)

Me, Myself and I - Eye Gate House, Inc. (5th or 6th grade)
- Who Am I?
- Why Do My Feelings Change?
- What Can I Do About It?
- How Can I Improve Myself?
- What About Other People?
- Where Do We Go From Here?

Filmstrip: Understanding Changes in the Family. Guidance Associates, Pleasantville, New York.

Five sound filmstrips stimulate positive classroom discussion of family roles, sibling conflict, adoption, divorce, death.

1. What's a Family? introduces nuclear, single parent and extended family types; explores parents' roles in providing, teaching and children's roles in assisting with chores, helping siblings.

2. Little Brother, Big Pest!, dramatizes a boy's feelings of jealousy and rejection caused by a younger sibling; invites children to discuss their own experiences.

3. We're Adopted!, explains what adoption is, why it happens; emphasizes similarities between being a natural and an adopted child.

4. Not Together Anymore, focuses on reasons for divorce, children's reactions and the need for children to adjust.

5. Playing Dead, articulates children's anxiety about death through peer group conversation; offers forthright explanation of how and why death occurs; creates positive mood through calm, confident tone; invites reassuring group discussion.

This set of filmstrips is expected to be available for use through the Audio Visual Department at the Instructional Planning Center.

Records: Values. Bowmar Records, 10515 Burbank Boulevard, North Hollywood, California, 1963.

1. The Little Rabbit Who Wanted Red Wings, adapted from a Southern folk tale. The little rabbit wasn't quite satisfied with the way he looked. He wanted to be something different.
2. I'm Tired of Lions, by Zhenya Gay. Little Leo, a lion cub is dissatisfied with himself.
3. Crow Boy, by Taro Yashima. Chibi, or Tiny Boy, was a shy, lonesome, strange little boy whom no one understood. Then came the day when Mr. Isobe understood him and "Chibi" changed to "Crow Boy" admired and loved by all.
4. Just the Right Size, by Robin and Billie King. Tris was the normal size for a boy his age, but he felt nothing was quite right for him except his dog and an old wagon.
5. The Smallest Boy in the Class, by Jerrold Beim. Jim was a boisterous boy who made lots of noise, but he was the smallest boy in the class. The children laughed at him and called him Tiny. He longed to be big. He exaggerated everything because of this desire.

(Values is available at Bancroft School.)

Filmstrips related to Guidance that are available at the Audio Visual Department at the Instructional Planning Center:

101105 Guidance Stories Series (1956)
color - no sound, generally recommended for primary but some of the filmstrips appear suitable for fourth grade.

101106 *New Friends, Good Friends* (1956)
Happy Hours Club - A group of girls watch a new family move into the neighborhood. The girls feel they cannot accept the new girl because her clothes are strange. The girls in the Happy Hour Club ignore the new girl. The filmstrip describes the way the new girl gets acquainted with the girls in the neighborhood and becomes accepted.

101107 *One Kind of Bravery* (1956)
This filmstrip deals with playing ball and breaking a window. The boys are afraid. They run away before they are caught. The feelings of the boys are shown as they try to decide how they should handle the situation.

101108 *Playing Fair* (1956)
This is more third grade level. A group of girls form a club. One girl cheats in playing jacks. The other members of the club decide that she should not be a member of the club. The filmstrip shows how the girls successfully deal with the problem.

101109 *Sharing With Others* (1956)
Joey fixes his bike so that it will sound like a motor bike. He is unwilling to share his apparatus with the other boys. He gets excluded from the group. The filmstrip deals with Joey's feelings, his way of getting back into the group.

101110 Sticking to your Job (1956) Could be used in fourth grade Hobby Show - model planes. This filmstrip describes how one boy starts a project and the feelings he has until the job is completed. It also shows how encouragement halps and the satisfaction he feels when he completes the task.

101111 Taking Care of Your Things (1956)
Beth has a new coat. She wears it even though it is a warm day. She takes it off to play and a dog drags the coat away. Beth's feelings as she realizes her carelessness are described.

101098 Good Manners Series (1955)
At Home
At Parties
At Play The concepts in these filmstrips are
At School acceptable but the styles worn by the
In Public people in the filmstrip are so outdated
While Visiting that it spoils the filmstrip.

103696 Working and Playing Together (1954) Primary
Children play at different games. The concepts are usable even though the filmstrip is old. It shows ways of improving interpersonal relationships. The clothing is acceptable and does not detract from the ideas presented by the filmstrip.

Picture Story Study Print Set, Society for Visual Education, Inc. I-A, About Myself; I-B, My Family - My Home; I-C, Other People Around Me; III-A, Verbal Communication. Glendale, California; Bowmar Publishing Corporation.

Sugerman, Daniel A.; Hochstein, Rolaine A. Seven Stories for Growth. New York: Pitman Publishing Corporation, 1965.

1. Accepting Feelings - "Jonny's Bad Day"
2. Accepting Ourselves - "The Girl Who Wouldn't Sing"
3. Talking About Our Problems - "Hiram's Enormous Problem"
4. Doing Things for Others - "The Lady Who Looked Like A Turtle"
5. Replacing Worry with Work and Planning - "Betsy's Wish"
6. Learning to Live with Change - "Jane's Peculiar Vacation"
7. Enjoying the Little Things in Life - "The Boy Who Had Everything"

EVALUATION

The two areas involved in the pre- and posttesting are: the changes in self-concept, the changes in awareness of jobs involved in the development of careers.

The Pictorial Self-Concept Scale designed by Bolea, Felker, and Barnes was selected for use in the primary area (1st, 2nd and 3rd grades) for measuring the change in self-concept over a seven month period. This scale consists of a deck of fifty cards with cartoon type pictures. The cards (3" x 5") represent Jersild's (1952) categories of what children said they liked and disliked about themselves with the exception of "privacy." Each child receives a deck, differentiated for sex, so that the central figure in the cartoon is distinguished as male or female by the clothing and the hair. The activity pictured is the same for each sex. Girls receive a deck in which the central figure is identifiable as a female and boys receive a deck in which the central figure is a male. The child arranges (according to directions) the cards into three stacks: "Like Me," "Sometimes Like Me," and "Not Like Me." Each card has a weighted numerical value and a final score is determined according to the placement of the card and the weighted value of the card.

Stanley Coopersmith's Self-Esteem Inventory: Form B (short form) was selected for evaluation of change in self-esteem at the upper elementary level (4th, 5th and 6th grades). This inventory contains twenty-five items - useful for both males and females. All items of Form B were used with one exception, namely - Item #16 was changed to read: "No one pays much attention to me at home." (Taken from Form A, Item #33.) The responses indicating high self-esteem are noted on a scored copy with students' responses being rated according to this scored copy. The score is reported as a single score with a maximum of 25, indicative of high self-esteem. The number of correct responses is noted, then multiplied by four (25 x 4 = 100) providing a Self-evaluation score.

Employing position in the group as an index of relative self-appraisal Coopersmith has employed the upper quartile as indicative of high self-esteem; lower quartile as indicating low esteem and the interquartile range as indicative of medium esteem. Specific information is given by Coopersmith.

The instrument for measuring changes in awareness of jobs will be similar to one developed by Richard C. Nelson (1963). A series of fifteen colored slides of workers in occupations will be used. This set of slides will be developed from our geographic area and will be inclusive of the fifteen job clusters described by the United States Office of Education. The principles guiding the selection of the slides are:

1. The occupations be available within the geographic area.
2. The jobs pictured shall be distinct in the skills required.
3. The selected occupations are to reflect the ratio of men to women workers in the occupational structure. (According to the 1968-1960 Occupational Outlook Handbook, page 14, one third of the workers in the country are women.)

A written report will be made available upon completion of the evaluations.

Information concerning the Pictorial Self-Concept Scale may be obtained

from: Dr. Donald W. Felker
Educational Phychology Section
South Dampus Courts "G"
Purdue University
Lafayette, Indiana 47907

Information concerning the Coopersmith Self-Esteem Inventory may be obtained

from: Dr. Stanley Coopersmith
University of California-Davis Campus

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KINDERGARTEN INTRODUCTION

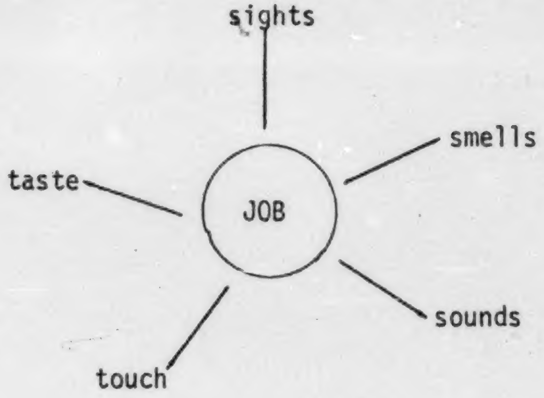
Career Awareness for Secondary and Elementary students (CASES) focuses on self-awareness and career awareness. At the kindergarten level the CASES program integrates easily into the regular curriculum since the primary focus is already on the child, his family, friends, and his immediate environment.

The present Sioux Falls Social Studies Kindergarten Guide includes units on: Home and Family, Alaskan Children, and Space. These units are oriented to the objectives of the CASES program, focusing on awareness of self and awareness of the world of work. Self-awareness is an on-going unit of the kindergarten, beginning immediately and continuing throughout the year.

Additional units on careers that can be readily adapted to the CASES project are found in the Language Pre-Reading Kits, Ginn Company. The units of "The School Patrol," "People Who Help Us," "Construction" and "The Filling Station" are developed and serve as suggested career units.

Creativity in approaching the development of awareness is to be encouraged. The child's interests and curiosity should be recognized. This interest can serve to expand the units. The children learn through listening experiences (both in a vicarious and active role) with a most important aspect that of learning from one another.

Some suggested approaches for developing a unit are:



Experiences through the senses:

Sights (seeing) - a visit to the store, the hatchery, the post office, the school.

Smells (smelling) - calling attention to and identifying the odors associated with jobs.

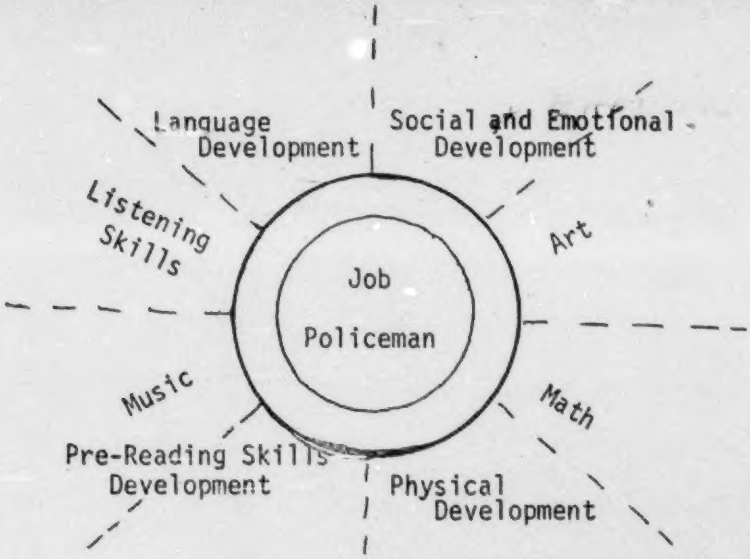
Touch (touching) - providing opportunities for touching tools of the trade, uniforms, etc.

Sound (hearing) - identifying sounds associated with work.

Taste (tasting) - foods can be tasted and identification made with many different workers.

Units may be introduced through music, stories, films, etc. Development and expansion of the units proceeds through the activities of the daily kindergarten and can be adapted to include occupational concepts. Emphasis is placed on the "worker" rather than on the "work" and reflects positive attitudes concerning the dignity of work.

A brief example of a kindergarten unit that has been adapted to include career concepts and objectives is "Safety - The Policeman," structured to include basic kindergarten curricula.


Language Development
Social and Emotional Development
Listening Skills
Art
Job
Policeman
Music
Math
Pre-Reading Skills Development
Physical Development

SAFETY - THE POLICEMAN

Language Development: Poems, stories, fingerplays, dramatizations, role play that relates to a particular job enlarges vocabulary, gives practice in proper use of grammar.

Music: Also expands vocabulary through songs, rhymes, - increases learning, develops and improves the self.

Art: The child gains greater control of muscles through manipulating art media, gains confidence in his own ability.

Emotional and Social Development: The child develops understandings, attitudes, and skills which are needed to live happily in home and in school. Self awareness and awareness of the feelings of others is basic. As the child acquires social skills he becomes more confident in his ability to relate to others.

Poem: "My Policeman" - Rose Tyleman - *Time For Poetry*, Arbuthnot.

Story: *Policeman Small*, Lois Lenski.

Music: "Mister Policeman" - page 9 *Making Music Your Own*. (Record accompanies this)

Art: Draw a policeman - using crayons or paint.
Learn the colors associated with safety.
Cut circles of red, yellow, green, - paste them and make a traffic signal.
Lessons 3 and 5 from *School Readiness*, *Treasure Chest*

Emotional and Social Development: Children work together, play together, share with one another. Each child learns first-hand, that the policeman is his friend.

Sample Lesson

Math: Shapes, relationship of sizes sequencing, problem solving, basic recognition and use of numbers.	Math: Note shapes - wheels of police car, traffic signals, traffic road signs. Count wheels or other associated objects.
Physical Development: Development of large and small muscles, child develops confidence through mastery.	Physical Development: Games: "The Lost Child" "Red Light, Green Light" description in Appendix A. Puzzles: Lotto Games:
Listening Skills: Records, films, stories, sharing with one another, visits from workers add to vicarious learning.	Listening Skills: A visit from the City Policeman - children learn safety rules both through listening and through actual practice as the policeman takes the children outdoors for actual practice in crossing the street. Safety poems - Appendix F.
Pre-Reading Skills: Introduce the phonetic elements of word identification; ear training; speech development.	Pre-Reading Skills: Bulletin Board - feature a large picture of a policeman. Label as "Policeman" The sound and letter of "P" is introduced. Children are encouraged to bring objects that begin with the "P" sound. These objects are then fastened to the bulletin board. Children develop vocabulary, receive speech practice, share experiences. Group project: Children dictate, teacher writes the safety rules,; the story of the policeman's visit.

Also use: Getting Ready To Read, Teachers edition, page 9, for suggestions on presenting "P" Buidling Pre-Reading Skills-Kit A Language-Unit 2-"The School Patrol," Manual, page 44.

At kindergarten level the children should be encouraged to become acquainted with the workers they meet in their daily living. Many first-hand experiences are within the school building - identifying all the workers in the school, and within walking distance of the school. Parent involvement, always to be encouraged, can be utilized through assistance on tours which necessitate additional supervision.

Culminating activities give the students an opportunity to review, to verbalize, and establish the learnings of the unit. The child's art work, the group experience stories, the creative poetry and songs, dramatization, block play and group interaction can be observed and used as evaluative tools in judging growth within the classroom.

The guide for the kindergarten level has been developed to introduce self-awareness and career awareness to the child in his first year of school. This guide does not pretend to supply a full coverage; it is intended to be suggestive and serve as a stimulus for implementing career concepts in the kindergarten.

KINDERGARTEN

SELF - AWARENESS

CONCEPTS:

Career development is related to the total development of the individual.

Each child needs to learn about himself as preparation for the world of work.

A positive self-concept develops in an atmosphere of acceptance and respect for the individual.

Effective communication helps people cooperate and work well together.

TEACHER OBJECTIVES:

To provide an atmosphere of acceptance and warmth.

To meet the needs of each child.

To provide each child with an opportunity for self-identification.

To provide each child with an opportunity for developing social relationships.

BEHAVIORAL OBJECTIVES:

Every student will demonstrate verbally or through actions that he:
- accepts and likes himself as a person.
- can function satisfactorily as a member of his peer group.
- feels confident about his ability to succeed at school-related tasks.

KINDERGARTEN

SELF - AWARENESS

ACTIVITIES	REFERENCES AND MATERIALS
A. Identification of Self-Physical Characteristics	
1. Look into a full length mirror. Talk About, "What do we see?" "How am I like others in my class?" "How am I like other people in my family?"	1. Needed: Full length mirror. Sioux Falls Kindergarten Social Studies Guide, page 14.
Show the poster, "I Am The Only Me In The World."....you are the only one in the world exactly like you.	Poster: - DUSO Kit, 1-A, "I Am The Only Me in the World." Manual, page 30.
Poems: "What Feet Can Do" - Scott. "What Hands Can Do, " Scott. "Grown Up," Aldis.	Poems: Sioux Falls Kdg. Soc. St. G., page 29. Also found in Appendix A.
Games: "I'm Glad I'm Me" "Who Is It?" "Identification Game"	Games: DUSO Manual, page 33 also Appendix G.
2. Identify body parts: Follow suggestions in the Peabody guide for assembling the manikin. -head -neck -body -legs -arms -feet -hands -facial parts (boy or girl) Sentence building activity: I clap with my__________. I jump with my__________. I reach with my__________.	2. Disassembled Manikin - Peabody Language Development Kit, Level "P" Manual, page 9 and also pages 17, 20, 21, 28, 30, 36, 38, 46, 47, 48, 49. The manikin may be used in several lessons.

Identification of Self

ACTIVITIES	REFERENCES AND MATERIALS
Fingerplays:	Fingerplays:
Here I Am - Van Kierkoff	S.F. Kdg. Soc. St. G., page 29
"Enumeration"	S.F. Kdg. Soc. St. G., page 31
"Hiding" - Aldis	S.F. Kdg. Soc. St. G., page 31
"My Two Eyes..."	Appendix D.
Songs: "Looby Lou"	Songs: "Looby Lou" Music for Young Americans, page 43.
"Simon Says"	"Simon Says" Music for Y. Amer., page 51
"My Hands"	"My Hands" - Singing Fun, p. 58
"Two Little Hands"	"Two . . ." - Singing Fun, p. 59
Relaxation Devices:	Relaxation Devices:
"Raggedy Ann" "Quiet Time"	- found in Appendix D.
Poems: "Mouths"	Poems:
"Foot Note" - Allen	S.F. Kdg. Soc. St. G. page 31
"My Hands"	
3. Bring a snapshot of self for -bulletin board (identify picture with the child's name) -opaque projector Each child receives special recognition. -encourage other children to identify the positive qualities of the child being recognized.	3. Child brings a snapshot from home or teacher uses a polaroid camera (if available)
Use the tape recorder. Record each child's voice as he identifies himself, carries on a conversation or verbalizes in some way - poem, finger plays, etc.	Use of tape recorder: Save the tape for use again. Replay at intervals so child can re-record during the year giving an opportunity for self evaluation.
4. Draw a picture of self. Make hand prints, foot prints for developing concepts of right and left. Draw life-size outlines for one another - paint to resemble self.	4. Needed: Construction paper, butcher paper, crayons, or choice of ideas from S.F. Soc. St. G., page 15.

Identification of Self

ACTIVITIES	REFERENCES AND MATERIALS
5. Make a growth chart: "Watch Me Grow"	5. Correlate with Unit 18 of "The Seed Grows," - Harper & Row, School Readiness Treasure Chest. page 72.
6. Identifying likenesses and differences: Poster: "All People Are Different"	6. Poster: DUSO Kit, 1-B, "All People Are Different" DUSO Manual, page 34 DUSO Recording and small cards.
Divide children into groups by sex, or color of hair, or color of eyes, or height, etc. Discuss how these children are alike and how they are different.	Just Like Me, Picture Primer, The Basic Health and Safety Program, Scott Foresman, teachers guide, page 55.(page 37 of text)
Games: "Tall-Small"	Games: S.F. Soc. St. Kdg. G., Page 15
"Policeman and the Lost Child"	DUSO Manual, page 15.
Songs: "Hey, DUSO, Come On Out"	Songs: DUSO Recording - found in Kit.
Stories: Accepting Ourselves-"The Girl Who Wouldn't Sing"	Stories: Sugarman and Hochstein, Seven Stories for Growth, "The Girl . . ." page 19
Is It Hard? Is It Easy? -What is hard for one child may be easy for another and vice versa.	Greene, Is It Hard?. . .
Kinder Owl Books	
7. About Myself. . .beginning to understand myself as a unique person. Each of the cards in this set can be used as a separate lesson. Suggestions are found on the back of each 15" x 18" card for activities, stories, etc.	7. Picture Story Set I-A, Myself Bowmar Pub. Corp.

	Set A: 1. I Am That Girl 2. Gary Knew All The Time 3. Here's My Name 4. My Own Place 5. I Can Do It Myself 6. My Birthday 7. We Can Choose 8. I'll Fasten It For You	Picture Story Set I-A, Myself Bowmar Pub. Corp.
8.	Circle Time: Who will be my friend? Identify meanings for the word friend. Using descriptive language: "A friend is.. ...." Children's responses may be recorded (either written or taped) and read or replayed again at a later date.	8. Unit One, Lesson 3, pages 10-12. "What is a Friend?" School Readiness, Treasure Chest.
	Game: Rig-A-Jig-Jig The children choose a "friend" to go riding (galloping) about the circle.	Rig-A-Jig-Jig - this game is found in Appendix G.
	Circle Ball: "Freddy found friends because he knew how to catch a ball very well. Maybe we can make new friends this way, too. Let's make a big circle, as round as a ball. Now, let's sit down. Each of us will have a turn to say our name and roll the ball to the person across the circle." or The game may be varied by pretending that the ball is an item of mail that is being delivered. The child can say "My name is John and I am sending a (letter, a package, a special delivery, etc) to ____________."	Circle Ball: found in School Readiness, Treasure Chest, page 5.
	Stories: Anglund, A Friend is Someone Who Likes You. Jones, Going To School	

Identification of Self

ACTIVITIES	REFERENCES AND MATERIALS
B. Identification of Self Emotions	
1. Introduce with the filmstrip, "Circle of Feelings." This needs only a brief introduction: "Today we are going to see a filmstrip that is about something that each of us has. At the end of the filmstrip there is a little song that we can learn and sing together.	1. SRA - Awareness Kit, Unit C. Filmstrip and record, Manual page 28.
Story: Mary Ann is punished and sent to her room by her mother. The point is that parents do punish because they love their children. Children should be led to express their feelings when they think that they are unloved.	DUSO, Story Illustration Cards, SI - 43 through 46 (Book I) Casette 1, Side B. Manual p. 55.
Game: "How Do You Feel" Have each child make a happy face on one paper plate, a sad face on another paper plate. Paste them together, back to back, with a dowel or pencil in between, lollipop fashion. Have the children show the face that expresses their feeling as statements are given.	Needed: 2 small paper plates dowel or pencil glue
Statements: (examples of, and more are found in the manual.) How do you feel when someone scolds you? How do you feel when someone smiles at you? How do you feel when you have a new toy? How do you feel if a toy gets broken? How do you feel when you tell your mother you love her?	DUSO Manual, pages 56-57.

Identification of Self

ACTIVITIES	REFERENCES AND MATERIALS
Songs: "If You're Happy and You Know It"	*Making Music Your Own*, Silver Burdett - page 101 Accompanying record IV, Side 2.
Language Development: Use the Peabody Facial Discrimination Cards. Say, "Today we are going to look at the cards that show different faces. Some of the faces are smiling and some of the faces are frowning. Tell me how each of these cards look."	*Peabody Language Development Kit*, "P" Manual, page 152 Facial Discrimination Cards, D-1a through D-10a and D-1b through D-10B.
Activities: A game of matching faces.	Peabody Manual "P", page 152 also, page 256.
Problem Solving: Use the facial discrimination cards to teach children how to associate and discriminate.	Peabody materials: Kit "P" Cards D-1a through D-10a and D-1b through D-10b. Magnetic Strips/People Cards P-23 through P-26 Peabody Manual, page 334.
Guessing Time: The children take turns pretending to feel the same way as the children on the cards. Other students guess the emotion that is being pantomined. Specific directions in manual.	Peabody People Cards, P-23 through P-26, Manual page 335.

DEALING WITH EMOTIONS

"The inability to recognize, accept, or express their feelings is common among people with emotional problems. But even grown-ups who function successfully tend to deny many of their feelings, both to themselves and to others. The prolonged locking up of emotions, however, makes for poor mental health; it is when we are children that we must learn how to open the doors of our feelings onto the corridors of expression." (Sugarman and Hochstein, 1965)

ACTIVITIES	REFERENCES AND MATERIALS
1. For working out feelings of frustration and anger the teacher might say, "I know that you feel upset and angry. Let's go over to the punching bag. You can hit the punching bag as hard as you like. This is for hitting, people are not for hitting." (If the child has been hitting or hurting another child.)	1. Need: Punching bag, or Bozo the Punching Clown, or a nail pounding set. Ginott, Teacher To Child Ginott, Parent to Child
Energy can also be converted into constructive activities such as painting, coloring, or cleaning-out a block box.	
Help children understand that anger is a natural feeling. Help them to express the feeling in socially acceptable ways. Discuss: "What can you do when you feel angry so that you don't hurt someone?" -talk it out -leave the situation -pound hard with your hammer set -draw it out -punch the clown	
Story: "Jonny's Bad Day" Jonny reacts to the actions of a thoughtless peer. The emotions portrayed are honest and real. Children should begin	Sugarman and Hochstein, Seven Stories for Growth. "Jonny's Bad Day," page 5.

ACTIVITIES	REFERENCES AND MATERIALS
to understand that others have similar emotions and get an idea how to handle these emotions.	
The Hating Book - "I hate hated my friend. When I moved over in the school bus, she sat somewhere else..." Feelings loom large and vanish quickly.	Zolotow, *The Hating Book*
The Quarreling Book - deals with family relationships.	Zolotow, *The Quarreling Book*
Filmstrip: "Noisy Nancy Norris"	"Noisy Nancy Norris" is available through the Audio-Visual Dept.
2. *Experiencing Rejection:* Poster and Puppets *Poster:*"What Can You Do When You Are Left Behind?" Suggestions are found on the back of the poster card.	*Poster:* DUSO I-E DUSO Manual, page 45 DUSO SI-32 cards of Feelings and Words.
Story: (Use with Puppets) Betty Can't Go	DUSO Manual, page 45
Rejection: "...the boy who is left behind." Children are often left at home while older members of the family leave to do various activities. The teacher reads the story from the role playing cards and the children are given an opportunity to respond through role playing.	DUSO Manual, page 43 Role Playing Activity I-D Role Playing Card RP I-D
3. *"People Make Mistakes"* Children should become aware that everyone makes mistakes. Charlie should represent everyone. Avoid making him the bad boy. Detailed information on presenting the activity is on the card.	3. DUSO Manual, page 43 DUSO Puppet Activity Card PA I-D

ACTIVITIES	REFERENCES AND MATERIALS
4. "The New Baby" Puppets: Suggestions for the use of the puppets are found on the puppet activity card.	4. DUSO Puppet Activity Card PA I-E DUSO Manual, page 46.
("The New Baby") Story: "The Lady Who Looked Like a Turtle" This story deals with a new baby coming into the home. The story should also help the listener (the child) learn how to be helpful to others.	Sugarman & Hochstein, Seven Stories for Growth, "The Lady Who Looked Like a Turtle," page 47.
5. Divorce in the Family: Children often find this experience very difficult. The child is left in a state of uncertainty about his future.	
Filmstrip: "Not Together Anymore" -focuses on reasons for divorce, children's reactions and the need for children to adjust. This filmstrip should be used only in small group situations with counselor assistance.	Filmstrip: Understanding Changes in the Family, "Not Together Anymore," Guidance Associates.
Story: A Father Like That . . . I wish I had a father But my father went away.	Zolotow, A Father Like That

KINDERGARTEN

INTRODUCTION TO CAREER AWARENESS

CONCEPTS:

Career development is related to the total development of the individual.

Effective communication helps people cooperate and work well together.

People in the family, community, and world depend on each other.

Observing people at work enlarges the child's general knowledge of occupations.

Work is admired by society.

TEACHER OBJECTIVES:

To provide a climate conducive to learning.

To meet the needs of each student.

To develop awareness of and respect for the people who work in a community.

To answer the child's questions concerning occupations.

BEHAVIORAL OBJECTIVES:

Every student will demonstrate verbally or through actions that he:

-is aware that each person in the family has responsibilities.
-is able to associate tools, uniforms with workers.
-is aware that there are many different workers who help people.
-has increased his vocabulary, developed language skill.
-has incorporated rules of conduct for his safety and the safety of others.
-feel confident about his ability to succeed at school-related tasks.

KINDERGARTEN

MY FAMILY

ACTIVITIES	REFERENCES AND MATERIALS
A. Career Awareness My Family	
1. Introduce and read the poem, "Daddies" by Janet Frank. (first six lines) What do Daddies do all day? Daddies work while children play. They work at desks. They work at stores, in factories, and out-of-doors.	1. Lesson 1 - Unit Two, "Around the Town," page 19. *School Readiness, Treasure Chest.* Harper and Row. also Appendix E.
2. Let children discuss what the fathers and mothers do in the working world.	
3. Children may wish to make up a poem about mothers using the guide of the above poem.	
4. Use Peabody "People Cards" #1 - baby #6 - mother #2 - boy #7 - girl #3 - father Identify the role of each member of the family. Children also have jobs to perform. Working in school is the child's job, as well as the chores he is responsible for at home.	4. Peabody Language Kit (Primary) People Cards.
5. Musical Game: Children substitute words from "The Farmer in the Dell" to illustrate the work of the family. The daddy. . . . . The mother . . . . The sister . . . . The brother. . . . . The baby claps his hands . . . .(the family all join hands and form a circle in the center of the circle.)	

ACTIVITIES	REFERENCES AND MATERIALS
6. Relaxation: A Family of Rabbits.	6. "Family of Rabbits" Appendix E.
7. A father may be willing to come to the classroon and talk about his work, show pictures, show the tools he uses. Perhaps the father would be willing to come to school dressed in the uniform or attire that he wears while he is working.	7. Appendix F - First Grade A letter that may be used for inviting a parent to the classroom. Letter may be adapted to fit particular need.
8. A mother may be willing to come to the classroom to talk about her role - the role of being a mother, to show tools used in housework, etc.	
9. A mother who works outside the home may be willing to visit and talk about her job.	
10. Develop a special bulletin board that portrays: Hats of workers Tools of workers Actual hats can be used and fastened to a bulletin board with a label indicating the child's name, the title of the job for that particular worker.	10. Children may bring their father's work hat, or a friend's work hat. Children may bring pictures of tools used by father in his work. The teacher may be able to arrange a display of tools that deal with a particular job.
11. Stories: Lenski, Papa Small Lenski, The Little Family	
12. Picture Story Set: "My Family, My Home" Suggestions are found on the back of these cards. The cards serve as excellent sources for stimulating discussion.	12. Picture Story Set - cards from Bowmar set of cards. Set 1 - B: My Family, My Home

PEOPLE WHO HELP US

ACTIVITIES	REFERENCES AND MATERIALS
B. People Who Help Us	
1. Circle Time: "There are many people who help families. I wonder who helps us when someone is sick?. . .Who would help if your house caught on fire? Who helps you everyday in school? (Encourage the children to recall the special tools that are used by each of these people.) Use the "People Cards" to stimulate discussion.	1. Unit 13 - "People Who Help Us" Kit A, *Building Pre-Reading Skills*, Ginn. pages 223-241. 8 cards - M-44 through M-51. Fireman, postman, policeman, nurse, clerk, carpenter, teacher, doctor, shoe repairman, farmer, bus driver, secretary, trucker. Note: Not all these cards to be used in one lesson.
Lesson A - Learning About Helpers Lesson B - Discussing Other Helpers Lesson C - Association of Helpers with Work Lesson D - Reviewing Helpers	Kit A, Building Pre-reading Skills, pages 223-241.
2. Taking a walk to see people at work: "Today we will take a walk to see how many different people we can find who are working. When we come back, we can talk about the people we saw and the work they were doing.	2. "People at Work" - Lesson 1, page 20-21. *School Readiness, Treasure Chest* - Ginn.
Establish rules to be followed during the walk: -walking with a partner -staying together in a group -stopping at street corners and driveways and looking both ways before crossing. -looking for traffic signals and obeying them.	Make arrangements for the visit: A tour of the school to identify school helpers might be the first tour. (This helps to establish the safety rules that are needed for group walks.) Tour Guide: Appendix B.
3. Activities following the walk: -children have an opportunity to tell what they saw -have a guided discussion on the workers contribution to the community	

ACTIVITIES	REFERENCES AND MATERIALS
-write an experience story -make a list of new words that were learned -pantomine some of the workers who were observed on the walk -draw or paint scenes of someone at work -group activity of playing school, store or the work observed.	
C. Service Station	
1. Circle Time: Show the large poster card of the service station. Card depicts realistically the many activities frequently observed at a modern busy service station. -recall personal experiences -discuss service station activities -discuss picture details -make inferences from picture details -choose a picture title	1. Unit 3 - Service Station Kit A - Language, Building Pre-Reading Skills, Manual, pages 61-73. Ginn. Poster L-5, Language Kit Guide gives excellent suggestions for development of this unit (Kit A, Ginn Language Manual)
2. Develop vocabulary associated with the service station: (gasoline, grease rack, service, attendant, service station, filling station, gas station, - children add to the list.)	
3. Association of sounds: -identify and discriminate between sounds in the environment -identify classroom sounds -use a tape recorder, take walking trip around the school and record sounds of workers at their machines etc. -use the recording of sounds from the Peabody Language Kits (wide selection available.)	3. Need: Cassette tape recorder Peabody "P" Sound Recording Record 7-B Home Sounds Record 8-A Travel Sounds Record 9-A People's Voices Record 9-B People's Actions Record 10 Sounds of Places -Department Store -City in Summer -Shopping Center, Fall

ACTIVITIES	REFERENCES AND MATERIALS
-identify and imitate sounds of pictured objects. -identify object -discuss it briefly -imitate the sound it makes	Ginn Language cards (small) S-9 through S-20. Ginn Language Manual, page 70.
Association of sounds (cont.) -classify objects according to sound: "Sounds Heard Outdoors" "Sounds Heard at School" "Sounds Heard at Home" Use the small Ginn cards and classify or place under each heading.	Ginn Language Cards (small) S-9 through S-20.
-classify cards under other headings, such as: loud sounds, soft sounds, high sounds, low sounds, (to teach the difference between high and low sounds see Appendix)	High sound and low sounds - see Appendix G.
4. Develop an experience chart: "You have found so many interesting things in our picture (Poster L-5) that we should be able to write a story about it." As ideas are expressed, select short sentences and write on the chart.	4. Use Ginn poster L-5 Additional suggestions found in Manual - Ginn, page 74.
5. *Stories*: Books by Margaret Wise Brown - *The Country Noisy Book* *The Indoor Noisy Book* *The Seashore Noisy Book* *The Summer Noisy Book* *The Winter Noisy Book* Garelick - *Sounds of a Summer* Skaar - *What Do They Say?*	
6. Dramatization: Children role-play, use books, clay, art materials for sharing their learnings from the unit.	

ACTIVITIES	REFERENCES AND MATERIALS
Encourage children to build a service station with blocks and to operate it as a real one. Teacher observes the activity, ideas that need clarifying can be quickly identified.	
7. Songs and records: select from materials available.	
8. Listening to a guest: Invite a gas station attendant to speak to the children. -plan for the visit -decide on several questions to be asked -establish standards of conduct similar to: Look at the speaker Listen carefully Remember the questions you want to ask. Wait for a turn to ask questions.	8. The person invited should be approved by the school principal. The guest should be someone who likes small children and who can talk with them easily.

THE CONSTRUCTION PROJECT

ACTIVITIES	REFERENCES AND MATERIALS
D. The Construction Project	
1. Show poster card of the Construction Project. -present the illustration -discuss the machines in the picture -discuss the workers in the picture -make inferences: "Do you think people will live in the buildings?" "Why is the one man wearing a metal hat?"	1. Kit A, Language - Building Pre-Reading Skills, Manual p. 98-108. Poster - L-6.
2. What tools are needed to build a large building? -describe briefly the machines needed for building	
3. Develop vocabulary: Use small cards - bull dozer, cement or concrete mixer, steel beam, pile driver - enlarge the list with children's help.	3. Ginn Language Cards - Kit A. Small cards S-31 through S-38 Manual pages 101-103.
4. Bring pictures of machines that have wheels. Mount on 9"x12" tag board. Arrange according to use. -extend word usage and increase vocabulary related to wheels -detect likenesses and differences in pictured objects -classify -pictures of wheels used for work -pictures of wheels used for play	4. Correlates with Unit II, Lesson 9 "Wheels," Treasure Chart, Harper and Row.
5. Math concepts: Discuss size of machines, tools, etc. Compare size of machines -big, bigger, biggest. Count the number of wheels on machines.	

THE CONSTRUCTION PROJECT

ACTIVITIES	REFERENCES AND MATERIALS
6. Filmstrips: "Mike Mulligan and the Steam Shovel."	6. Mike Mulligan - available at the audio-visual Center - S.F.
7. Stories: Norman Bates - *Who Built The Bridge* *Who Built The Highway*? Virginia Burton *Mike Mulligan and The Steam Shovel* Greene - *I Want To Be a Road Builder* *I Want To Be a Truck Driver*	
8. Songs and rhythms: "Steam Shovel"	8. "Steam Shovel" - page 26, Music for Yound Americans - accompanying record.
Johnny's Work	Johnny's Work - Appendix F.
9. Evaluation: The teacher observes children's dramatic play, art work, interest in related stories, verbalization and conversations concerning construction work. These observations serve as a means of evaluating children's learning.	

APPENDIX A

EVALUATION

The evaluation for the achievement of the objectives concerning self-awareness is subjective. The teacher observes the child's reactions and rates the child according to the way she feels that he accepts and likes himself as a person, the way in which he functions in group situations, and the degree of confidence which he displays as he participates in the classroom activities.

Each teacher should keep a diary of comments made by the children during the school year that refer to occupations. Values and attitudes can be recognized. Each child should have the opportunity to respond to questions like: Who are our helpers at home, in school, in our neighborhood? An objective evaluation can be made by tabulating the successful identification of workers at the beginning of the school term and post-testing at the completion of the career study. The Peabody Primary People Cards (26) or the Helper Cards - M-44 through M-59, of the Ginn Language Kit A, Building Pre-Reading Skills may be used for objective evaluation.

APPENDIX B

KINDERGARTEN TOURS

The home is the "Launching Pad,"
the school - the "Briefing Station,"
and the world is our "Learning Center."

A guideline for a kindergarten tour is included. Some of these suggestions may offer additional ideas to the teacher for successful completion of a kindergarten unit.

Clear the plans for the tour with the school principal.

Make the appointment with the establishment to be visited well in advance of the anticipated visit.

Teacher visits the location in advance to determine points of interest, to check on vocabulary that might be emphasized, to estimate the time needed for the tour.

The individual who will serve as the guide should be given a written form a day or two preceeding the visit with the following information:

- age of children
- number of children
- number of adults accompanying
- time of arrival
- questions that might be asked
- name, address, telephone number of teacher and school

Arranging transportation: If buses are not available notes should be sent home well in advance of the appointed day requesting assistance. Check with the school principal concerning insurance requirements for those who provide transportation.

It has been the general practice of this writer to arrange for one extra adult in each car, in addition to the driver.

Expectations in regard to discipline should be shared with those who are assisting.

Children wear identifying name tags. Each adult should be supplied with a list of the children's names who will be in his unit. Color coding is helpful. The name tags and the identification list should be of similar colors with differentiation of color according to group. Children identify with their color group, assistants readily identify their group.

Observe safety rules in boarding and leaving vehicles. Children enter from the sidewalk side. NO JAYWALKING.

Classroom preparation: Careful preparation preceeds a tour. Background has been established through listening to stories, learning songs and fingerplays, developing a vocabulary related to occupations that will be viewed. A tour is a culminating experience in which the children are actually able to associate sounds, sights, smells, etc. with particular occupations. The anticipation and the exhileration of the trip are enhanced by the teacher's enthusiasm, her sense of humor, her thoughtfulness in providing preparatory information. The child's curiosity, his expectations add to the dimensions of the tour. To give a sense of direction, the expectancies can be expressed in written form, for example:

WHAT WILL WE SEE? - A TRIP TO THE HATCHERY

Will we see: (illustrate with pictures or simple drawings)

1. Eggs. . . . . .Yes No
2. Baby chicks . . . . .Yes No
3. Mother chickens. . . . . . Yes No
4. Baby ducks. . . . . .Yes No
5. Mother ducks. . . . . .Yes No
6. Man who sells the chicks. . . . . .Yes No
7. Tigers. . . . . .Yes No
8. Lions. . . . . Yes No
9. An incubator. . . . . .Yes No
10. A chicken drinking fountain. . . . . .Yes No

Each child should have the opportunity to think of a question that he might like to ask during the tour. Sometimes a child finds the entire experience too overwhelming to even ask the one question that he was planning to contribute. Additional experiences should prove to be helpful in developing confidence.

Role Playing: Fears are generated by the "unknown" so kindergarten children need to have explanations of what can be expected on a tour. A most complete method for helping children to anticipate and feel secure is to dramatize the entire trip - leaving the classroom, entering the car, the ride to the destination, leaving the car, entering the building, meeting the personnel, being observant and alert on the tour, asking the questions prepared for the guide (those generated by the actual tour will be spontaneously given), returning to the car, the ride back to school, returning to the classroom and anticipating the follow-up.

Grouping: When transportation has been arranged the grouping of the children can be planned. If parents are providing transportation then the child whose parent is driving will be the leader or host for that particular car. One way of organizing the grouping is for each host to select the people who will ride in his car. It may be well to consider that each car include both boys and girls in the grouping.

The hosts or leaders station themselves at different spots in the classroom outside the kindergarten group. Each host takes his turn in choosing a boy until all the boys are chosen. The host then begins choosing the girls until all the girls are selected. As each child is chosen by the leader, the selected child leaves the group and joins his host's group. The teacher or classroom aide records the names of the children included in the group.

Dramatizing the Projected Field Trip: The children gather in their groups, pretend to leave the classroom and go to the car. Children enter the car from the sidewalk. The last child to enter the car is responsible for closing the door. The host pretends to be the driver of the car.

-fasten seat belts, lock the car doors
-conversation in the car: Observation of activities along the route.
-reach destination
    -adults leave the car first
    -last person out closes the door
    -group stays together
    -each person has a "buddy"

(THE KINDERGARTEN ROOM NOW BECOMES THE TOUR CENTER)

The teacher serves as the tour guide, directs the children to the different anticipated interest centers, expressing statements like: "I wonder what I smell!" or "What is the peculiar object over there?" and "I wonder if we will see. . . . . .like we read in the story yesterday." Each child has an opportunity to ask his special question. The children take turns, are reinforced for saying "thank you" and for extending courtesies.

The groups return to the cars, observing safety rules - as before. The drivers return to the school, park in the pre-arranged spot. The children practice saying "Thank You" to the driver and the other helper in the car before returning to the classroom.

As the dramatization of the tour is completed the teacher gives the children an opportunity to respond to the feelings experienced on the "Pretend Excursion." The curtain has been removed from the "Unknown" and the children should be ready for a meaningful and enriched experience.

THE ACTUAL TOUR

After completing the tour and the groups have returned to the classroom, attended to bathroom needs, etc., the groups meet to share observations, feelings, reactions to the tour. During this conversation the new vocabulary words should be used extensively. It might be convenient to make a list, immediately, of the new words that were learned. Other activities are included as seems appropriate at that time and in the days following the excursion.

Suggested activities following a tour:

- write a group letter of appreciation to the business establishment and to those who assisted.
- children have an opportunity to verbalize feelings.
- have a guided discussion of the workers contribution to the community.
- write an experience story.
- make a list of associative words.
- record (tape) a report of the tour (date, and related identifying date included).
- pantomine some of the workers who were observed.
- draw or paint scenes of someone at work.

Evaluation: The concepts assimilated as a result of the tour can be recognized by observing the children in their free play activities; through noting the verbalization relative to the tour; through details added to children's art work; the contributions to creative poetry, songs and stories. Evaluative data can be gathered through the taped reports, diary notations, the murals, the stories, poems and songs that have been developed with the children. This data can be shared with parents at different times during the school year. Children also should have the opportunity to evaluate their progress and growth through viewing and reviewing their achievements.

Examples of Follow-up Stories

We went to the
Police Station.

We saw:
1. Many policemen.
2. Many squad cars.
3. Lost bicycles.
4. Finger print room.
5. Police Chief_______.
6. Guns and handcuffs.

Officer Condon was our guide.

Our Trip

The sun was shining,
The trip was fun.
Officer Condon showed us
a gun.
Men in uniforms
working at desks,
Some were in squad cars
doing their best
To be the top law
enforcement group
in the world!

APPENDIX C

Ideas for Self-Awareness and Career Awareness Activities:

1. The child draws a picture of what he would like to be when he grows up.

2. The child draws pictures of work done by dad, mother, or other members of the family.

3. Role play activities of workers; provide opportunities for dramatization, free play, use of puppets.

4. Write experience stories about "When I Grow Up."

5. Visit local establishments in the neighborhood. Have the guide introduce the workers and explain how the people work together.

6. Arrange a simulated grocery store, candy store, or a post office so the children can role play the occupations observed on a field trip.

7. Write experience stories following visit to a business place or other occupational tour.

8. Sequence of events: When making pictures of the events related to a walk or visit, arrange the pictures to form a sequential report of the activity - forming a mural.

9. Walk outline: Use a large sheet of wrapping paper. Outline the route before going on the walk. Take a walk. Details may be added when returning as the children tell what they saw on the trip, such as trees, cars, stop sign, people working, children playing, etc.

10. Demonstrations or talks given by a father or a mother explaining the work or showing the tools of their regular workday.

11. A visit from a worker: Postman, Principal, School Secretary, others who are willing to talk about their jobs.

12. Display area for: Tools used by different workers.

13. Bulletin boards can be used to display:
    - HATS OF THE TRADE
    - UNIFORMS OF THE TRADE (pictures or actual clothing)

14. Visits to: Hatchery, Candy Shop, Tour of the School, Police Station, a farm.

15. Make a sound tape recording of occupational sounds. Children may assist in making this tape. Replay - children identify the occupation from listening to the sound. Example: School Secretary would be identified through the sounds of typewriter, telephone ringing, a file drawer being opened and closed, the ditto machine.

16. Bulletin board of sounds: The display area for introducing sounds of letters of the alphabet can be correlated with the career program. Children bring objects that have a beginning sound of the letter that is being currently introduced. The discussion may be broadened to include: "Who would make this object?" or "Who sells this object?"

17. Arrange pictures of things that go together such as: tools, articles of clothing, fruits, vegetables.

18. Matching: Use pictures of tools and workers. Children match tools with the worker.

19. Matching: Use flannel board, match "Hats of the Trade" with "Tools of the Trade ."

20. Charades: "What am I doing?" Child does actions and children try to guess what worker he is imitating.

APPENDIX D

Self-Awareness Poems and Fingerplays:

WHAT FEET CAN DO

Louis Binder Scott

Feet can dance and
Feet can skip

Feet can run fast
Feet can trip
Feet can hop and
Feet can climb

Feet can jump rope
To a rhyme.
Feet can tiptoe very still
Feet can help slide
Down a hill.
Feet can skate
Down the street.
What can you do
With your feet?

WHAT HANDS CAN DO

Louise Binder Scott

Hands can lift
A boy or chair
Hands can toss things
In the air.
Hands can sweep
The kitchen floor.
Hands can open
The front door.
Hands can cut and paint and draw,
Hands can carry, clap, and saw.
Hands can lead rhythm bands
What can you do with your hands?

My 2 eyes are winkers,
My one head a thinker.
My 2 ears are hearers,
My 10 fingers are feelers,
My one nose a smeller,
My two lips are tellers,
My 2 feet are walkers,
My one tongue a talker,
Winkers, thinker,
Hearers, feelers,
Smellers, tellers,
Walkers, talkers,
Now you see a picture of me.

Quiet Time

My feet are still
My legs are still
My hands are folded and still
My arms are still
My lips are still
My eyes are still
This is my quiet time.

What Am I?

(A Jack-O-Lantern riddle)

A face so round,
(with both hands form a large circle)
And eyes so bright
(touch eyes)
A nose that glows -
(touch nose)
My, what a sight!
(clap hands)
A fiery mouth
(touch mouth)
With jolly grin,
(stretch mouth)
No arms, no legs, just head to chin.

APPENDIX D

Self-Awareness Poems and Fingerplays

RELAXATION

My hands upon my head I'll place
Upon my shoulders,
On my face.
At my waist
And by my side,
And then behind me
They will hide.
Then clap, clap, clap,
And one, two, three, (hold up
one, two, and three fingers)
Just see how quiet
They can be!

Raggedy Ann (Relaxation)

(respond with body motions)

Raggedy Ann is my best friend
She's so relaxed, just see her bend.
First at the waist
And then at the knee
Her arms are swinging wide and free.
Her head rolls around like a rubber ball
She hasn't any bones at all.
Raggedy Ann is stuffed with rags
That's why her body zigs and zags.

APPENDIX E

Family Related Poems and Fingerplays:

From: School Readiness, Treasure
Chest, page 20.

Daddies
by Janet Frank

What do daddies do all day?
Daddies work while children play.
They work at desks,
They work in stores,
in factories
and out-of-doors.

Daddies fix the clothes we wear.
Barber Daddies cut our hair.
Some Daddies help us keep well-fed.
They make buns and cakes and bread.

Some build planes.
Some make them fly.
Some catch fish for us to fry.

Dads make clocks
and Dads make chairs.
Farmer Dads grow corn and pears.

Dads are sailors dressed in blue.
And Daddies are policemen, too.
Some Daddies mend our broken toys.
And some teach little girls and boys.

Dads dig coal
and Dads drive cars.
Dads put food in cans and jars.

Doctor Daddies keep folks well.
Daddies paint
and Daddies sell.
Daddies sit at desks and write
the books we read in bed each night.

Dads make steel
and Daddies sing.
Dads do almost everything.
But when they've worked the whole
day through,
what do they like best to do?
By taxi, train, by car and bus,
Daddy rushes home - to us.

A Family of Rabbits
(Use as a finger play)

A family of rabbits
lived under a tree,
A father and mother
And babies three.
Sometimes the bunnies
Would sleep all day,
but when night came,
They liked to play.
Out of the nest
They'd go creep, creep, creep,
While the birds in the trees
Were all asleep.
Then the bunnies would
Scamper about and run up hill
Oh, what fun!
But when mother said
It was time to rest
Pop - they would scamper
Right into their nest.
(clapp hands quickly and
hide right hand under left arm.)

Christmas Rabbits

Do rabbits have Christmas
I wonder, I wonder!
They have little fir trees
To celebrate under.
But do they have secrets
and smiles on their faces?
Let's hide some carrots
in rabbity places.

APPENDIX F

Safety - Construction - Transportation - Helpers

Peabody Manual I, page 18.

STOP FOR ME

Jet plane, jet plane,
White as can be!
Jet plane, jet plane,
Stop for me! (arms out as wings)

School bus, school bus,
Yellow as can be!
School bus, school bus,
Stop for me! (pretend driving)

Bicycle, bicycle,
Blue as can be!
Bicycle, bicycle,
Stop for me! (pretend riding)

Pony, pony,
Brown as can be!
Pony, pony,
Stop for me! (pretend riding)

SAFETY

Stop, Look, and Listen
Before you cross the street.
Use your eyes (point to eyes)
Use your ears (point to ears)
And then you use your feet.
(stamp feet)

Portland: Career Education-
An Idea Book, #238.

JOHNNY'S WORK

(Pound in unison with one fist
and chant gaily.)

Johnny works with one hammer,
one hammer, one hammer.
Johnny works with one hammer,
all day long.

(Pound with two fists.)
Johnny works with two hammers,
two hammers, two hammers.
Johnny works with two hammers,
all day long.

(Pound with two fists and one heel.)
Johnny works with three hammers,
three hammers, three hammers,
Johnny works with three hammers,
all day long.

(Pound with two fists and two heels.)
Johnny works with four hammers,
four hammers, four hammers,
Johnny works with four hammers,
all day long.

(Pound with both fists, both heels,
and nod head.)
Johnny works with five hammers,
five hammers, five hammers,
Johnny works with five hammers,
all day long.

(Fold arms, put head down, and
close eyes.)
Johnny has to rest now,
rest now, rest now.
Johnny has been working hard,
all day long.

APPENDIX F

Safety - Construction - Transportation - Helpers

School Readiness, Treasure Chest
page 46.

HELPERS

Wheels

by Kathryn Jackson

A wheelbarrow runs on just one wheel.
A bicycle goes on two.
A tricycle needs all three of its wheels.
Take one off, and down goes you.

A car has two big wheels in front
and two big wheels in back,
and a spare in case one goes flat,
and a steering wheel for steering with,
and a horn that goes beep! like that.

A truck has double wheels in back -
A big bus has them, too.
But the fastest wheels are the eight
red wheels
on the hook and ladder - whoooo!

And when you're in bed, a silvery wheel
Rolls slowly across the sky, while
all sorts
of wheels go by in the dark.
You can hear them if you try.

THE DOCTOR

I'd like to be a doctor
And help someone who's sick
My case I'd open quickly
And first take out a stick.
I'd look down the throat carefully,
And never cause a tear.
Then, with a light I'd peek
Into each little ear.
Next with a stetoscope I'd hear
Just what went on inside.
"A little pill, a day in bed"
Is what I would prescribe.

THE MILKMAN

I drive my truck along the streets,
(steer)
Then at a house I stop.
(pull brake)
I take cartons carefully,
So not a one I drop.
Then hurry, hurry to the door
I leave the milk and then
It's time to go back to my truck
And drive along again.

Miss Polly had a Dolly

Miss Polly had a dolly that
was sick, sick, sick.
She called for the doctor
to come quick, quick, quick.
The doctor came with his coat
and his hat.
And rapped at the door with
a rap, tap, tap.
He looked at the dolly, and
he shook his head.
And he said, "Miss Polly, put
her straight to bed."
Then he wrote on some paper
for some pills, pills, pills.
I'll be back in the morning
with my bill, bill, bill.

APPENDIX G

Self-Awareness Games:

Dinkmeyer, Don. Developing Understanding of Self and Others
American Guidance Service, Inc. Circle Pines, Minn., 1970.
Games: page 33

#4 "Who Is It"

The purpose of this activity is to make the children aware of the distinguishing characteristics of each member of the class. Describe one of the children in the class, emphasising only positive qualities. Let the other children guess the child's identity. When they have the idea of how to give the description, let them give the clues about someone. Begin with physical characteristics and gradually shift to the other characteristics.

#5 "Identification Game."

The purpose of this game is to help children become aware of themselves as individuals, - of their clothing as well as personality traits as seen by others.

Materials: Blindfolds

Have three or four children stand in front of the class. Blindfold them to see which one can identify himself from spoken descriptions of his clothing. Make the transition to other types of characteristics, such as he or she likes to draw cats, as soon as the children become familiar with the procedure of the game.

#7 "I'm Glad I'm Me Game."

The purpose of this game is to reinforce the child's confidence in his individual worth. Ask each child to volunteer something good about himself. If he does not readily respond, ask the class "Who can tell us something good about _________(child's name)?" If no response is forthcoming, be prepared to supply an idea.

AWARENESS OF SOUNDS:

To help children become aware of "high" sounds and "low" sounds, also, teaches the concept of "up" and "down", -"short" and "long," -"top" and "bottom."

Use kindergarten blocks and Melody Bells:

Arrange the blocks in graduated stair steps (8 steps - one octave).
Place a melody bell on each step. (C- D- E- F- G- A- B- C)
-call attention to "up the steps" - "down the steps"

-call attention to the length of the Melody Bells, the shortest bell is on the highest step, the longest bell is on the lowest step.

Demonstrate: "Low" - first step.
"High" - Top step.

Children try to match tones with voice - (octave tones of low - high)

Play the entire octave matching tones with voice.

Play the octave (ascend then descend) -

Sing: "Up the lad - der we are climb - ing"
"Down, down, down, down, down, down, down, down."

APPENDIX G

Games:

Game: "Red Light, Green Light"
(page 32, *School Readiness, Treasure Chest*)

In the room, gym, or on the ... mark off 2 parallel lines, distant enough from each other to provide plenty of running space. Choose one child to be the "caller." Have the other children spread out along the opposite line facing the caller. The caller gives the signals. When he says, "Green light" the children run toward his line. When he says "Red Light" they must stop immediately. If a child moves after the signal "Red Light" is given, he must return to the starting line and begin again. The object of the game is to be the first one to cross the caller's line. The winner is then the next caller.

Game:
Speaker: "This must be mended quickly!"

All: "Cobbler, cobbler, mend my shoe.
Have it done by half past two.
Stitch it up and stitch it down,
Now, see with whom the shoe is found".

The child who is "IT" covers eyes in the center of the circle. The shoe is passed around from child to child and when the verse is finished, the child who has the shoe hides it behind his back. All children place hands behind backs. The one who is "IT" may have three guesses as to who has has the shoe. The child who has the shoe, is the next one to be "IT."

LOLLIPOP GAME (Selling)

Cut circles of colored paper and glue them on flat sticks to form "lollipops". The lollipops are on a small table in the center of the circle. The children are seated in a circle. One child skips around the ring while all chant,"Lollipops lollipops, who will buy my lollipops?" The one who is skipping stops before a child and asks, "What color Lollipop would you like today?" The child must then find the proper color that was selected and give it to the seated child, whose turn it is, then to skip around the circle. All children clap if the right color was selected. The game may be used in the same way by using color words in place of colors.

Rig-A-Jig-Jig

Children are seated in a circle. One child walks around the inside perimeter of the circle. He stops by a "friend" and says, "Would you like to ride my horse?" The new friend responds, "Yes, thank you." The new friend pretends to mount the horse and the two friends gallop (a coordination exercise) about the room while the children chant or sing:

Rig-a-jig-jig and away we go,
Away we go, away we go.
Rig-a-jig-jig and away we go,
On a sunny day.

Each child then chooses a new partner and the game continues until everyone in the group is galloping with a friend.

APPENDIX H

Making Music Your Own. Silver Burdett Company, General Learning Corporation, Morristown, New Jersey, 1966.

Mister Policeman	Page 9	Record I-Side 1
Open Shut Them	Page 14	Record I-Side 1
If You're Happy	Page 101	Record IV-Side 2
Postman	Page 123	Record V-Side 1
On The Farm	Page 142	Record VI-Side 1

Music For Young Americans, Kindergarten. American Book Company Audio Education, Inc., Chicago: American Book Company, 1959.

Community:

Postman	Page 22	Record, Side 1
Traffic Policeman	Page 23	Record, Side 1
Fire Truck Song	Page 24	Record, Side 1
Steam Shovel	Page 26	Record, Side 1
I Need A Haircut	Page 26	Record, Side 1
Looby Lou	Page 43	Record, Side 2
Simon Says	Page 51	Record, Side 2

APPENDIX I

Picture Story Set. Bowmar Publishing Corporation, Glendale, California

These picture cards (15" x 18") can be used to introduce ideas that relate to career awareness, also to use as a follow-up after children have actually experienced an activity relating to a particular picture card. Since children learn through experiencing, the picture can give the impetus to role play (play as the children are playing in the picture), and to stimulate discussion. The cards have suggested activities and accompanying stories on the reverse side of the cards.

The four sets that relate closely to the CASES program are:

Picture Story Set I - A About Myself (...beginning to understand myself as a unique person.)

1. I Am That Girl
2. Gary Knew All The Time
3. Here's My Name
4. My Own Place
5. I Can Do It Myself
6. My Birthday
7. We Can Choose
8. I'll Fasten It For You

Picture Story Set I - B My Family - My Home (...beginning to understand family relationships.)

1. We Are Four
2. We Are Five
3. We Are Six
4. We Are Seven
5. My Home Has Wheels
6. My Home Is Little
7. The Big Home
8. Many People Live Here

Picture Story Set I - C Other People Around Me (...beginning to react with and relate to persons other than family.)

1. Someone Likes Me
2. Two Friends
3. My Turn Will Come
4. What Shall She Wear Today
5. Mr. Harris Can Fix It
6. My Heart Beats
7. Would You Like Tea?
8. My Neighbor

Picture Story Set III - A Verbal Communication (...beginning to expand vocabulary.)

1. Hello
2. Can You Hear Me?
3. Three Dolls
4. I'm Flying To The Moon
5. I'm The Mother
6. I'm The Doctor
7. Finger Painting
8. Herman, The Clown

CHILDREN'S BOOKS

Alexander, Anne - Noise in the Night
Amoss, Bertha - Tom in the Middle
Anglund, Joan - A Friend is Someone Who Likes You
Anglund, Joan - Look Out The Window
Anglund, Joan - Love Is A Special Way Of Feeling
Bason, Lillian - Isabelle and the Library Cat
Bate, Norman - Who Built the Bridge?
Bate, Norman - Who Built the Highway?
Bemberly, Ed and Barbara - Night's Nice
Brown, Margaret - Noisy Book
Buckley, Helen - Grandfather and I
Buckley, Helen - Grandmother and I
Buckley, Helen - The Little Boy and the Birthdays
Burton, Virginia - Little House
Burton, Virginia - Mike Mulligan and the Steam Shovel
Clune, Beth - Me
Ets, Marie Hall - Talking Without Words
Flack, Marjorie - Angus is Lost
Flack, Marjorie - Wait for William
Francoiso - The Things I Like
Greene, Mary M. - Is It Hard? Is It Easy?
Hefflefinger, Jane - At The Pet Hospital
Howell, Virginia - Who Likes The Dark?
Hurd, Edith - Mr. Charlie's Pet Shop
Ilse, Margret Vogel - The Don't Be Scared Book
Johnson, Corckett - Benjy's Blanket
Johnson, L.V. - Night Noises
Jones, William E. - Going To School
Krasilovsky, Phyllis - Scaredy Cat
Lenski, Lois - Little Lost Puppy
Lenski, Lois - Papa Small
Lenski, Lois - The Little Airplane
Lenski, Lois - The Little Family
Lenski, Lois - When I Grow Up
Liong, Yen - The Skyscraper
Lovett, Lois - Little Lost Kitten
Lowery, Janette - Poky Little Puppy
Marina, Dorothy - Where Are The Mothers?
Munro, Leaf - Boo, Who Used To Be Afraid of The Dark
Southey, Robert - The Three Bears
Tamburine, Jean - Almost Big Enough
Thompson, Vivian - Sad Day, Glad Day
Williams, Gweneira - Timid Timothy
Zolotow, Charlotte - A Father Like That
Zolotow, Charlotte - Someday
Zolotow, Charlotte - The Hating Book
Zolotow, Charlotte - The Quarreling Book
(The Green "I Want To Be..." series is listed in Appendix A - First Grade - CASES)

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SUGGESTED OUTLINE FOR INCORPORATING CAREER EDUCATION INTO THE EXISTING SOCIAL STUDIES CURRICULUM FOR FIRST GRADE

THE CAREER EDUCATION PROGRAM FOR FIRST GRADE IS DIVIDED INTO THREE SECTIONS:

SELF AWARENESS

The emphasis on self awareness would come at the beginning of the school year with many of the activities to be carried on throughout the school year.

FAMILY

This section can be incorporated in the "At Home With Our Family" and "Seeing Homes in Other Lands" existing units.

WORKERS

It is suggested that three weeks be spent on the "Workers" section which can be easily correlated with the "Families in the Community" unit in the present social studies guide.

THE ACTIVITIES LISTED FOR EACH SECTION ARE ONLY SUGGESTION FOR THE TEACHER. IT IS UP TO THE TEACHER TO CHOOSE THOSE WHICH SHE WANTS TO USE TO ENHANCE OR EXTEND HER PRESENT TEACHING UNITS.

THE ACTIVITIES LISTED IN EACH OF THE THREE SECTIONS ARE NOT IN A STRICT SEQUENTIAL ORDER. THE TEACHER MAY FIND IT HELPFUL TO READ THROUGH ALL OF THE ACTIVITIES BEFORE BEGINNING ANY OF THEM.

FIRST GRADE

SELF-AWARENESS

CONCEPTS

Each child needs to learn about himself as a part of the preparation for the world of work.

Effective communication helps people cooperate and work well together.

Career development is related to the total development of an individual.

TEACHER OBJECTIVES

To provide each child the opportunity of answering the question "Who Am I?"

To provide the child with the opportunity to develop a more realistic perception of self.

To develop positive attitudes of acceptance and respect for the self and for others.

BEHAVIORAL OBJECTIVES

At the end of the unit on Self-Awareness each child will be able to tell four ways he is like other children.

At the end of the unit on Self-Awareness each child will be able to tell four things about himself that are different from other children.

At the end of the unit on Self-Awareness each child will be able to state his full name and tell something that he or she likes and dislikes.

FIRST GRADE

SELF-AWARENESS

ACTIVITIES	REFERENCES AND MATERIALS
1. Begin About Me books. Each child makes his own book. The book may include photographs, drawings, paintings and magazine pictures. The pictures may show the child, things he likes and dislikes (sights, sounds, foods, places and etc.)	1. Construction paper, newsprint, paints, crayons, brass fasteners, old magazines and photographs brought by the children.
2. Introduce SRA Focus on Self-Development, Stage one: (This material is not available in all buildings. Many of the activities listed below are taken from this manual. They are included because they are activities that may be done without the published material.)	2. SRA Focus on Self-Development Kit, Stage one: Awareness
3. Classmate of the Week. Let a child draw a name from a box that has the names of all the students in the class. The child whose name is drawn becomes the classmate of the week. He, with the help of his teacher (or an aide) writes a story about himself to share with the rest of the class. He can be given some special privileges such as choosing the story to be read to the class each day and choosing a game for the class to play. A classmate of the week bulletin board might be made with a photo or a self-portrait of the classmate and the story about himself. The following week, this child draws the name of the new classmate of the week.	3. Box that contains the names of all the children in the class

ACTIVITIES	REFERENCES AND MATERIALS
4. Have the students use scales, mirrors and a tape measure to arrive at conclusions regarding differences in height, weight, hair, eye and skin color.	4. Mirror, scale, tape measure.
5. The teacher could attach a length of brown paper to one wall of the classroom and help each child mark his height and weight on it. Do this again later in the year, using the same paper, so the child will be able to see his growth.	5. Scale, tape measure, brown or any other colored paper SRA Focus on Self-Development Stage One: Awareness Teacher's Guide pp. 21.
6. The teacher and pupils might collect pictures of five and six year olds from old magazines and newspapers to make a collage of faces for a bulletin board display. The wide variety of faces pictured will provide an opportunity for the teacher to lead into a discussion of similarities and differences between people-ethnic as well as individual. In order to put differences into perspective, the discussion may include such questions as these: Why do they (or don't they) matter? Are some differences more or less important than others? What would it be like if people did not look different from one another? How are all the pictures on the board alike?	6. Old magazines and newspapers
7. If enough pupils have photographs of themselves as babies, they may bring them to school and the class might try to guess the identity of the person in each picture. If school photos are available, the children might try	7. Photographs of the children as babies that they bring from home, school photographs, if available

ACTIVITIES	REFERENCES AND MATERIALS
to match the baby pictures with the current ones (to reinforce the fact that everyone has distinctive features or unique characteristics, and to illustrate change and growth).	
8. Past, Present and Future bulletin boards might be arranged. On the Past section would be baby pictures of the children; on the Present, current photos or the child's self-portrait; on the Future, pictures drawn by the children to show how each one thinks he will or would like to look when he is older.	8. Baby pictures that the children bring from home, school photographs, drawing paper, crayons or paints. SRA Focus on Self-Development Stage One: Awareness Teacher's Guide pp. 21
9. Do Units A, B, C, and D. (If available)	9. SRA Focus on Self-Development Kit, Stage One: Awareness
10. If puppets are available the teacher or pupil might use a puppet to tell the class a story about someone who is very happy today. It is a holiday and he is going to play all day with his friends. This is a good way to describe emotions, such as fear and anger, that the child might be reluctant to attribute to himself.	10. Puppets that are commercially made or any that the children may make (See Puppetry Handbook)
11. The class might practice making faces to indicate their expressions when they feel certain ways. For example: happy, sad, angry, afraid, proud. This should reinforce their association of the words with the expressions. The pupils might watch each other making faces and take turns guessing the feeling being expressed. They might also observe their own faces in a mirror.	11. Mirror

ACTIVITIES	REFERENCES AND MATERIALS
12. The following open-end sentences may be used for group discussion, individual conferences, or topics for drawings or written assignments. One thing I can tell you about myself is____________ If I could look just the way I wanted to, I would__________ I look like________________ One way I am like everyone else is____________________ The thing I do best is______ One thing I can't do very well is____________________ If I were shorter, I would be able to__________________ If I were taller, I would be able to__________________	12. SRA Focus on Self-Development Stage One: Awareness Teacher's Guide pp. 22
13. Use pictures to show a variety of situations in which people are interacting. They might be used to stimulate group discussions, or role-playing, or a topic for drawing or writing. Use pictures such as: Father reading to a child, Group of happy children, Unhappy child being consoled by an adult, Children and an adult showing affection, Man admiring a child's artwork, Mother and children making something in the kitchen, Group of children playing and one child off by himself.	13. Pictures of groups of people interacting . Ginn Elementary English Book I-1 Discussion Pictures for Beginning Social Studies (Harper and Row)
14. The following open-end sentences might be used for discussion, for individual conferences or for topics for drawing or written assignments.	14. SRA Focus on Self-Development Stage One: Awareness Teacher's Guide pp. 35

SELF-AWARENESS

ACTIVITIES	REFERENCES AND MATERIALS
Most of the time I feel__________ I feel happy when______________ I am sad when________________ I am afraid when______________ Feelings are________________ Sometimes I can tell how you feel by________________________ Sometimes you can tell how I feel by________________________	
15. The class might role-play their reactions to various situations, such as receiving an invitation to a birthday party or going on a camping trip, etc. The teacher might ask a pupil to react to the situation by using facial expressions and arm and hand gestures, and possibly by talking. Situations might include watching a parade, finding an injured animal, getting a new set of clothes or a new toy, winning a game, going to the dentist, being pushed or shoved.	
16. The following open-end sentences might be used for group discussion, for individual conferences, or as topics for drawing or written assignments: Being with people is____________ Being alone is_______________ I am lonely when______________ I like to be with people when_____ I don't like to be with people when________________________	16. SRA Focus on Self-Development Stage One: Awareness Teacher's Guide pp. 42
17. The teacher might ask the class to think of specific people they learn from--brothers, sisters, parents, other relatives, friends, teachers, people on TV, people who write books, and others. The	17. Magazine pictures, drawing paper, crayons or paints SRA Focus on Self-Development Stage One: Awareness Teacher's Guide pp. 25

ACTIVITIES	REFERENCES AND MATERIALS
teacher might list these names on the chalkboard, or the pupils might draw pictures of people they learn from. A bulletin board titled "People We Learn From" might be arranged using the children's artwork or magazine pictures to portray the people. As a variation of this activity, the teacher might propose that the class make a list named "People, People Learn From". Certain people might be selected from the list, for example: mother, brother, teacher, TV personality, and the class may discuss and then list what and from whom these people learn. (It is important to emphasize that everyone is in some respects always a learner.)	
18. The following open-end sentences might be used for discussion: Something I'd like to learn about is______________________ One person that I've learned a lot from is__________________ I'm glad that I've learned how to (learned about)____________ One important thing I'm learning in school is_______________ Something I've learned from my friends is__________________ Sometimes I like to think about ______________________ One thing I could teach someone else is______________________	18. SRA Focus on Self-Development Stage One: Awareness Teacher's Guide pp. 26
19. Students may make a mural on which they show the many jobs they have performed over a period of time. Following a discussion of the work he has done, the student may cut out and label pictures for "My Job	19. Long length of paper to draw the mural on, old magazines

ACTIVITIES	REFERENCES AND MATERIALS
Notebook" to show that he can do many jobs.	
20. AGS DUSO Program Units I through VIII (This material is not available in all buildings. The following activities are taken from this program and can be done without the rest of the published material).	20. American Guidance Service, Inc. DUSO Program (Develop Understanding of Self and Others)
21. Have the class make "ME" buttons or badges. Each child makes his own out of the material that he chooses. After they have worked on the badges, comment on each child's creation. Show that each badge is representative of, and important to, its creator.	21. Colored paper, drawing paper, crayons, paints, etc., any other materials that would be appropriate for the "ME" badges.
22. "Who Is It?" game. To make the children aware of distinguishing characteristics of each member of the class, describe one of the children, emphasizing only positive qualities. Let the other children guess the child's identity. When they have the idea of how to give the description, let them give the clues about someone.	
23. Identification game. To help the children become aware of themselves as individuals, of their clothing as well as their personality traits as seen by others, have three or four of the children stand in front of the class. Blindfold them and see which can identify himself from the spoken description.	23. Blindfolds for three or four children
24. To help the children see what ideas and values he has that	24. Drawing paper, crayons, paints, colored chalk, etc.

ACTIVITIES	REFERENCES AND MATERIALS
are different from other children in the class, have each child draw a picture of the most beautiful thing he has ever seen, the funniest, or the most frightening. Have everyone draw on the same topic. Let each child tell about his picture. Use the pictures to point out that we are often different in what each of us considers beautiful, funny, etc.	
25. Flip-face Frowny Brown. To get the child to express himself by telling about a time when he felt bad, have him make a Flip-face Frowny Brown. Give each child three circles of paper the same size. Tell them to make a smiling face on one circle, and a frowning face on the other. Fold them in half straight down the middle and paste the back of the left side of one to the back of the right side of the other. Then paste the remaining half of each face to the third circle, which is blank. The child now has a flip-face head which can be turned over to show either a smiling or a frowning face. Have the children use the happy-sad face to tell about a time when they were not happy with themselves and a time when they were happy.	25. Three circles of white or manila drawing paper for each child, paints, crayons, paste DUSO American Guidance Service Teacher's Guide pp. 44
26. How Do You Feel? game. Have each child make a happy-sad face from two small paper plates or two circles of the same size. On one circle make a happy face and on the other a sad face. Paste them together back to back with a pencil or a dowel in between, lolipop fashion. Read the following statements to play the	26. Two small paper plates for each child or two circles cut from white or manila paper, crayons, paints, etc. pencils or dowels for each child. DUSO American Guidance Service Teacher's Guide pp. 56

game. Have the children show the face that expresses how they feel. As a variation the children could make the expressions on their own faces. (See Appendix A for statements to use with the game.)

27. For books for independent reading or "Storytime": see Appendix B.

28. For poems Appendix C

29. Songs Appendix D

30. Evaluation Appendix E

FILMSTRIPS FOR SELF-AWARENESS
Consideration for Others 101084
Noisy Nancy Norris 101037
Health Stories Series 101216
Guidance Stories 101105

TEACHER REFERENCE

People and Their Actions Units 3 and 4
You and Me Part 4
Just Like Me
Exploring With Friends pages 7-20 and 23-42

FLAT PICTURES

Myself Picture Story Set I-A
Other People Around Me Picture Story Set I-C Bowmar Publishing Company

FIRST GRADE

FAMILY

CONCEPTS

Some workers produce services; others produce goods.

People in the family community and world depend on each other.

Individual differences determine a person's choice of occupations.

Observing people at work enlarges the child's general knowledge of occupations.

TEACHER OBJECTIVES

To develop in children an insight of the family as an institution and into their own family group.

To develop in children a better understanding of the relationship between parents and children and between brothers and sisters.

To develop in children a realization of the responsibility of each member to the family group.

To help children discover that the family fulfills important economic, social and political needs.

To help children discover that every family consumes products.

To help children discover that before anything can be consumed, it must first be produced.

To help children discover that people who make useful things or who do useful work are producers.

BEHAVIORAL OBJECTIVES

At the end of the unit on the Family each child will be able to name his father's and mother's occupations and be able to state at least one specific duty of each.

At the end of the unit on the Family each child will be able to state at least one reason why his father's and mother's occupations are important.

At the end of the unit on the Family each child will be able to state whether the jobs of his parents deal with a product or a service.

FAMILY

ACTIVITIES	REFERENCES AND MATERIALS
1. SRA OUR WORKING WORLD Series Families at Work Lesson I (Getting to Know the Family) Lesson II (Families are Alike) Lesson III (Families are Different) Lesson IV (How Do Families Produce?) Lesson V (Dividing the Work) This material is not available in all buildings. Many of the activities in this section are taken from the series as they can be done independent of the Published material.)	1. SRA OUR WORKING WORLD Series Families at Work Records and Teacher's Guide
2. Game. Classification of family members.	2. Peabody Language Development Kit Level I Guide page 84
3. Students interview their parents at to the kind of job the parents have, likes and dislikes about the job, training needed, if reading, writing, listening and speaking are important for the job. (See Appendix F for suggested questionnaire.)	3. Questionnaire for use with parent interview
4. Send letters home with the children concerning parent's occupations. Discuss the kinds of work represented in the class. (See Appendix G for suggested letter.)	4. Letter of inquiry concerning occupations of parents
5. After a brief discussion of the idea that people who use or consume things are consumers, the children might draw examples of consumers they know. The teacher should ascertain that the children do indeed draw people who are consuming. The drawings may be displayed under the heading "Consumers". Pictures that the children find in magazines may	5. Old magazines and/or drawing paper

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also be used. Do the same type of activity with pictures of producers. Be sure to check that the children do find or draw pictures that are indeed those of a producer. Display these with a heading "Producers".	
6. Plan a class bulletin board showing the distribution of occupations of the mothers in the class. Label one section PRODUCERS OF GOODS and the other section PRODUCERS OF SERVICES. Place a child made picture of mothers in appropriate section or simply use labels (Karen's mother). Be sure that the children are aware of the difference between a producer of goods and a producer of services.	6. Paper for drawing pictures and making labels
7. Brainstorming. Divide the class into two teams. Give one group two minutes to name all the things they can that their family consumes. Then have the other group name all the things they can that their families produce. Give them the same amount of time.	
8. Each child may contribute to a collage by drawing a picture of himself surrounded by things he feels are important to him and his family. Each child will tell why he thinks the things he chose are important.	8. Drawing paper, crayons, etc. for making pictures
9. The teacher can tell the children they will play a game about producers of goods and producers of services. The children must remember that producers of goods and producers	

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of services do useful work. The teacher might say--"I am thinking of a father who is building a boat. If he is a producer of a service stand up. If he is a producer of goods clap your hands." After the question is answered by the childrens clapping the teacher may ask-"Who can tell a story about it?" The child answering must use complete sentences in his story. Other examples that may be used are; "I am thinking of a father who is giving his little boy a haircut. I am thinking of a man who raises tomatoes. I am thinking of someone who is a teacher's aide."	
10. Producers of Goods and Producers of Services Game. Have the children sit in a circle while music is played. Two pictures are passed around the circle. One picture shows a producer of services and the other a producer of goods. When the music stops suddenly, the child who is holding the picture at the time must tell whether he has the producer of goods or the producer of services.	10. Economic Education Experiences of Enterprising Teachers Volume 6 pp. 12
11. To aid the children in discovering what constitutes useful work, the class can play a game in which the teacher describes a variety of situations or activities. The children respond by telling whether or not such activites are useful. Among the activities that could be counted as not useful, the teacher could include a boy shoveling snow onto the sidewalk, a girl	

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watering the lawn in the rain, a man making a boat in the middle of the desert, a teacher teaching to an empty room.	
12. "Producers Club" To organize a "Producers Club" have each child select a job that would be among his responsibilities at home. A note should be sent to the parents explaining this project or club. Among the jobs the child may choose could be; sweeping the patio, setting the table, drying the dishes, making his bed, and etc. Officers (A president and secretary) may be elected, and weekly meetings held. The children will begin to learn the rudiments of parliamentary procedure. The meetings would consist of reports on their jobs, (had they been producers?) Discuss whether or not the child had fulfilled the responsibility of the job he had selected.	12. Economic Educational Experiences of Enterprizing Teachers Volume 7 pp. 5
13. To help children distinguish between the producers of goods and services in the home the teacher might cut pictures from magazines. The pictures can be divided into seperate piles containing producers of goods and producers of services. Drawing from the pile of producers of goods the teacher may hold up one picture after another asking each time, "What is this person producing? Is this person producing a useful thing? What do we call a person who is producing a useful thing? Do the same thing with pictures from the pile of producers of services.	13. Pictures cut from magazines or obtained from any other source.

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14. Discuss with the children the things that their family -- all families -- cannot get along without. From the answers the teacher should be able to help the children discover the three essentials that every family in the world needs; food, clothing, shelter. What are some things that your family consumes? What do we call people who use or use up things? Are all members of the family consumers? What must first be done to the things that any family consumes? (They have to be produced.) What do we call people who produce useful things or do useful work? Are all members of a family producers?

15. In order to help the children differentiate between producers and consumers this game may be played. The teacher describes someone who is either a producer or a consumer. The pupils clap hands if the person named is a producer or rap on their desks if the person is a consumer. Examples to use are; A person who is dusting the furniture, a person who is eating a hamburger.

16. The children may play a game of charades, guessing whether the actions of one group describe producers or consumers. The game may reveal to the class that one cannot produce without consuming. (If one writes a letter he consumes material as well as producing the letter.) If, however, this discovery is not made by the children at this time, the teacher need not bring it out.

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17. Read or recite nursery rhymes. Have the children act out and identify who the producer and consumer might be. For example; Little Miss Muffet Little Jack Horner Sing a Song of Six Pence Hickety Pickety--My Black Hen	
18. Have the children bring "Daddy Bags" to school with tools that their fathers use in their work at home. The children may tell what the tool is and how the father uses it.	18. Large grocery bags that the children label "Daddy Bags"
19. Ask fathers and mothers to come to school and talk to the class about their occupations. When possible have them wear or bring uniforms, tools or other equipment that they use in their work.	19. Refer to letter to parents concerning their occupations.
20. Field trips to places where parents work.	20. Refer to letter to parents concerning their occupations FIELD TRIP GUIDE
21. Game; Have the children play "What is My Line" or "Charades" using occupations of their parents.	
22. Role play using props that the children bring from home. These may be hats, tools, etc. that their parents use in their occupations.	22. Hats, tools, and etc. that the children are able to bring from home. If they are not able to bring any they make what they choose from paper.
23. Have the children plan a Puppet Show. Each of the children involved in the show should make his or her own puppet. (See Appendix H or Puppetry Handbook)	23. Materials and methods for puppets are listed in the PUPPETRY HANDBOOK
24. Make a class chart that shows occupations of the fathers in the class. Use the chart to point	24. Chart Tablet or any large paper. Refer to letter to parents concerning occupations

ACTIVITIES	REFERENCES AND MATERIALS
out what the occupations have in common, how the occupations are different and the importance of all occupations to the self and others.	
25. Have the children find out about different jobs that the parents in the class have had. Discuss why they changed jobs. How did the change in jobs cause changes for the rest of the family? If the family moved, how did they move? Bring out the occupations involved in moving.	
26. Write or tell stories using open-end sentences to get the children started. Examples; I wish that my Dad and I could_____ I like it when my Mother and I_____ I like it when my Dad and I_______ I wish that my Mother and I could________ I wish that my Dad and I could____________	26. Writing paper You may want to use the tape recorder to record oral stories
27. Continue working in the About Me books. Include drawings, photographs and paintings of the child with his family, scenes of the family working and playing, the parents at work at their occupations, pictures of things that the family consumes and produces.	27. Paper, paint, crayons, photographs that the children bring from home and old magazines to cut pictures from
28. Role play. The teacher may present a situation involving a common family problem. Have the children role play to show possible solutions to the problem. Examples; The child has regular duties to do at home---they have not been done. It is time for the child to go to bed---he wants to stay up.	

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ACTIVITIES	REFERENCES AND MATERIALS
29. Students may want to make a "Class Movie" showing scenes of fathers working at their occupations, mothers working at home or away, children helping at home, families having fun together. Students narrate as the movie is shown.	29. Long roll of paper and rollers (sawed off broom handles) Large cardboard box to use for holding rollers and "movie" paints, crayons, or magic markers for the "movie" scenes.
30. Students fill in the "Job Tree". This may be taken home so the parents may help the child.	30. See Appendix I for "Job Tree"
31. SRA Focus on Self-Development Stage One: Awareness Units J,K,N,O and P. (Family Relationships) This material is not available in all buildings. The following activities can be done independent of the published material.	31. SRA Focus on Self-Development Stage One: Awareness Filmstrips, Photoboards and Teacher's Guide
32. The following open-end sentences might be used for group discussion, individual conferences, or as topics for drawings or written assignments. A family is____________________ I make my family very happy when ____________________ I make my family very unhappy when ____________________ One way to get along with brothers and sisters is____________________ I want my family to be____________ One important thing about being in a family is____________________	
33. The teacher might ask the children for all the reasons they can think of why parents might get cross with children, leading them to see that certain actions will usually provoke negative reactions. She might conclude with, "When we	

ACTIVITIES	REFERENCES AND MATERIALS
do certain things, we can pretty well guess that people are going to get angry, can't we?" The class might then make a list of those things children do to make parents (and other adults, such as teachers) happy, noting the relations between these actions and adult's reactions.	
34. Together or in small groups, the class might discuss the two words adults and children. The teacher might write the words on the chalkboard or on a large sheet of paper and ask the pupils to think about and define them. The pupils might then discuss the relationship between adults and children. This discussion should be open and spontaneous.	34. Chart tablet or any large sheets of paper
35. The class might discuss older brothers and sisters and friends and make a chart or listing of their special needs and interests. The teacher might post the headings "Older Children" and "Younger Children" and under them write the words and phrases that the class suggests to characterize each. It might be sufficient for this general discussion simply to bring out the point that older children's interests differ from those of first graders; they like to play different games, do different things, talk about different subjects.	35. Chart tablet or any large sheets of paper
36. The class might invite a group of older children to discuss their personal interests, games, and so forth, with the class. The	

ACTIVITIES	REFERENCES AND MATERIALS

teacher might lead the discussion using an interviewing technique and questions suggested by the class before the older children arrive. To point up differences and similarities between the groups, the teacher might ask the same questions of a child in each age group. (For example: What time do you go to bed? What is your favorite TV program?) The teacher should make certain that the discussions are free of elements of riducule of the younger children's answers.

37. The teacher might use the following as topics for group discussions, role playing, drawings or stories:
What if six-year-olds ruled the world?
What if older children had to go to bed before the younger ones?
What if everyone in the world was the same age.

38. The class might discuss things that they share at certain times with other members of the family--bedrooms, toys, parent's affection, for example. The teacher can make a list of the pupil's suggestions. The class might illustrate some of these sharing situations. The teacher might bring out the point that part of living with others involves sharing or taking turns. She might describe certain situations involving sharing (such as those the class suggested) and ask them to act them out or discuss solutions for them.

39. The class might discuss things at school that they share with other pupils -- the teacher's time and attention (one aspect of

which involves taking turns in speaking), toys, school supplies, playground equipment, work and so on.
Episodes of sharing in school might be illustrated, discussed, or acted out.

40. The class might discuss things that should not be shared, such as medicine, toothbrushes, and glasses. The teacher should make sure that pupils understand why these items should not be shared.

41. The following open-end sentences might be used for group discussion, individual conferences, or as topics for drawings or written assignments:
I don't mind taking turns when______
I don't like to take turns when_____
When I share with others, I feel_____
____
Sharing is____________________________

42. The teacher might stage the following experiment: She gives a cooky or similar treat to each child who happens to be wearing yellow (Or another color of the teacher's choice) and gives nothing to the other pupils.
She then asks the pupils how they feel about his matter. Points that might be brought out include:
The fairness or unfairness of the situation.
Sharing as a means of solving the problems and permitting everyone to have a snack.

43. Books for independent reading or "Storytime" Appendix B

44. Poems Appendix C

FAMILY

ACTIVITIES	REFERENCES AND MATERIALS

45. Songs Appendix D

46. Evaluation Appendix E

FILMSTRIPS FOR THE FAMILY

Where Our Daddies Work 103693
Father Works for Family 103732
Mother Cares for Family 103734
Helping Mother 103739
Family Members at Work 103612
Family Fun 103737
A Family Shopping Trip 103782
Families Have Fun 103611
Brothers and Sisters 103736
Helping Each Other At Home 103625
Our Family To the Rescue 103741
Jim's Family 103783
Growing Up 103738
Keeping Busy 103750
Why Father's Work 000560

TEACHER REFERENCES

Our Country Section C
Exploring With Friends pp. 43-80
Families and Social Needs Units 1 and 4
Family Studies Units 2,3,5 and 6
You and Me Parts 1 and 2
The Social Sciences Concepts and Values Units 3,5 and 6
Sioux Falls Public Schools Social Studies Guide Grade I Units 2,3,and 4

WORKERS

CONCEPTS

There is dignity in work.

People in the family, community and world depend on each other.

Observing people at work enlarges the child's general knowledge of occupations.

Awareness of occupations is a part of career development.

TEACHER OBJECTIVES

To present appropriate information about the occupations of workers at school and workers who come to the children's homes.

To develop positive attitudes toward all types of work.

BEHAVIORAL OBJECTIVES

At the end of the unit on Workers each child will be able to name at least one specific task performed by their school principal, secretary and custodian.

At the end of the unit on Workers each child will be able to name three workers whose occupations take them to people's homes.

At the end of the unit on Workers each child will be able to state whether a milkman, telephone man, fireman and policeman deal with a product or a service.

WORKERS

ACTIVITIES	REFERENCES AND MATERIALS
1. Class discussion; How many workers in the school can the class identify? List names and occupations on a chart. Can the class name some specific duties of each?	1. Chart Tablet or any large sheets of paper for listing school workers.
2. Make arrangements to visit each of the school workers in the place they usually work. Have the children interview the workers. Before the interview the class should discuss what questions will be asked. Guide the discussion so that the list of questions will include whether or not it is important for these workers to read, write, listen and speak well in their work. Did the workers need special training for the job? How many different tasks are connected with each of the jobs? After the interviews are completed list the various tasks of each worker on a chart. Discuss why each is important to the child.	2. Discuss types of questions and who will ask them when the school workers are interviewed. Chart Tablet or large sheets of paper for listing the questions and the responses of the workers.
3. Write short stories about each of the workers that have been interviewed. The stories should include one specific duty of each worker and how that duty affects the child.	3. Writing paper. If the class has difficulty recalling specific duties have them refer to the class chart.
4. Continue with the About Me books. You may want to include child made pictures of the people who help in school. The stories that the pupils have written about the workers may be included also.	4. Paper, paints, crayons and magic markers for the pictures.
5. Have the children name as many workers as they know who	5. Chart tablet or any large sheets of paper

ACTIVITIES	REFERENCES AND MATERIALS
come to their homes. List these names on a chart so they will be available for future reference. Add to the list as the children discover others not already listed. Each child may want to ask his parents about the workers who come to his home. Have the children find out these things; who the workers are, what tools the workers uses, if any, what type of clothing the worker wears for his job and what some of his specific duties are.	
6. Discuss why people wear the clothes they do in their work. What occupations wear the same type of clothes? After the study is made of why people dress as they do for their work, the students may analyze their own needs, preferences and reasons to dress as they do or don't in their careers as students.	
7. Role-play; Have the children role play the different workers they have found out about. To add to the activity the children may make simple accessories to help portray the worker.	7. Paper or any other material to make props for the role-playing
8. Have the class discuss whether or not the workers listed need to know how to write, read, listen and speak well in their work. Have the students construct four language arts trees (reading, writing, listening and speaking) and label the trees with names of workers who need to use skills in their work. (See Appendix I for Job Tree and convert into language arts trees).	8. Copies of Language Art Trees for each child or four large ones for the class to use.

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9. To have the children become familiar with a variety of careers read the book What Will I Be From A To Z? After the book has been read let each child tell what he thinks he wants to be. Have the class make a book of their own with each letter of the alphabet beginning the name of a career. For example; A is for Astronauts up in space. B is for Barber who cuts hair. C is for Carpenter who builds a house. Each occupation can then be illustrated.	9. What Will I Be From A to Z? by Donald Gleb, (National Dairy Council, 1959) Drawing paper for the children's illustrations, paints or crayons.
10. Have the class take a walk to listen for occupational sounds. Record and discuss when the class returns to the room.	10. Chart paper for listing sounds
11. Develop a bulletin board of tools and the workers who use them. Divide the bulletin board into two sections. On one section put pictures of the various workers that have been discussed. On the other section tools that these workers use. Use captions such as; Who uses these tools? What tools would these workers use?	11. Cutouts or pictures of various workers and the tools associated with their work.
12. To make the children more aware that different tools are used in different occupations tell the children they are going to think of things that people might use in their occupations. Ask them what a barber might use besides a hair clipper? Call on a volunteer and ask him to name all the things he can think of and to use complete sentences. Continue asking questions	

ACTIVITIES	REFERENCES AND MATERIALS
similar to the following; Name some things a farmer uses besides a tractor. Name some things a musician uses besides a drumstick. Name some things a doctor uses besides a thermometer. Name some things a teacher uses besides a book.	
13. Gather the children in a circle, if possible. Hold up any one of the tool cards. A child who can tell something about the tool, in a sentence, is handed the card. The next child who can tell something more about the tool, in a sentence, is handed the card. Continue passing the card until no new things can be added. Repeat the activity with a different card.	13. Tool cards from the Peabody Language Development Kit. Teacher's Guide page 197
14. To familiarize the children with the people who are associated with different places in the community and the activities they do, explain to the children they are to pretend they are where you say. They must tell you all the things that the people there are doing, and who the people are that are doing them. Present the following situations to the children; You are in a grocery store; You are in a laundromat; You are in (name of local place), such as zoo, a park, etc.; You are in the dentist's office; You are in the post office. As a variation, divide the class into four groups. Designate a leader for each group and have them assemble in different parts of the room. Whisper the name	

ACTIVITIES	REFERENCES AND MATERIALS
of a place to each group. They are to think of a way to act out "what happens" at that place so the rest of the class will know where they are. Be sure that everyone in each group has something to say or do. Places that might be selected are; grocery store, drug store, post office, drive-in, beauty shop, library, principal's office, barber shop, garage.	
15. Guessing Game. Display the people cards. Ask questions about them. For example; Who helps you find a book at school? Who picks up the trash at your house? Who brings the mail to your house? The child who can answer the question picks up the card and names the worker.	15. People cards for the Peabody Language Development Kit. Level I Teacher's Guide page 80
16. Place the people cards along the chalk ledge. Have the children point to and name the correct picture in answer to questions such as these; Jon wants to mend broken arms and legs. Jon want to be a________. Bill wants to change the color of people's houses. Bill wants to be a_________. Pam wants to help children learn to read. Pam wants to be a____________.	16. People cards from the Peabody Language Development Kit, Level I Teacher's Guide page 45
17. Make arrangements for resource people to visit the classroom and talk to the children. Ask that they come in uniform if they wear one for their work. Prior to the visit of each resource person discuss with the children what questions they would like to ask. Record the questions so they may be used for	17. Resource people. These can be any of your choosing. After the initial contact with the person send a letter explaining what you expect. (See Appendix J for suggested letter.)

follow up discussion. If it does not come out in the questions thought up by the children, suggest that they ask what training was needed for this occupation. Does this person need to read, write, listen and speak well in his work? Does this person work with a product or perform a service? What must this person do, as a part of his job, before he comes to people's homes (if it pertains to his type of work)?

18. List in order of importance (to the child) the following jobs; truck driver, postal clerk, stenographer, bus driver, electrician, plumber, heavy equipment operator, garbage collector, typist, store manager. Discuss why they ranked them as they did. Organize a debate about the merits of a bus driver vs a truck driver, airline hostess vs nurse, teacher vs policeman.

19. To familiarize the children with occupations that are involved with making repairs of some kind, discuss with the children the fact that sometimes the things we use don't work as well as we would like. Explain that you will read some things that might need to be repaired. Have the children tell you who would have to be called to help fix what needs to be fixed. For example;
The refrigerator doesn't keep food cold;
The furnace isn't working;
The car won't start;
A faucet won't shut off;

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The telephone doesn't produce a dial tone; The TV picture jumps and wiggles.	
20. Have the students look in magazines for pictures showing the ways music is used at home, school, and the community. From these pictures a collage may be prepared. The student may make a tape recording to present to the class giving the explanation of his collage.	20. Old magazines, large sheets of paper for making the collage Tape recorder
21. Continue working in the About Me books. Include child made pictures or any found in magazines of various kinds of workers that have been discussed.	21. Paper, paints, crayons, magic markers, old magazines.
22. Plan field trips to various places in the community that can present things on the level of the children.	22. FIELD TRIP GUIDE
23. Have the children make a class list of workers that they see on their way to and from school. Keep adding to this list as the children discover others that have not been listed.	23. Chart Tablet or any large sheets of paper
24. Books for independent reading or "Storytime" Appendix B	FILMSTRIPS ABOUT WORKERS Working in Our Community 103801 People Who Work While You Sleep 103661 Community Helpers 103848 Neighborhood Workers 103789 The Firehouse 103615 The Policeman 103812 Your Fire Department 103699 Our Jobs in School 103657 School Courtesy 103664
25. Poems Appendix C	
26. Songs Appendix D	
27. Evaluation Appendix E	
	FLAT PICTURES School Friends and Helpers 400080 Neighborhood Friends and Helpers 400076

WORKERS

ACTIVITIES

REFERENCES AND MATERIALS

FLAT PICTURES

Police Department Helpers 400078
Fire Department Helpers 400071
Dairy Helpers 400068
The Earth, Home of People (Harper Row)

Discussion Pictures for Beginning Social Studies (Harper Row)

TEACHER REFERENCE

Sioux Falls Public School Social Studies Guide Grade I

The Social Sciences Concepts and Values Part 6

Investigating Man's World Part 6

We Live With Others pages 62-81

APPENDIX A

Suggested statements for "HOW DO YOU FEEL" game.

How do you feel when someone says you are not nice?

How do you feel when someone scolds you?

How do you feel when someone smiles at you?

How do you feel when someone says he likes you?

How do you feel when you tell your mother you love her?

How do you feel when you tell someone you hate them?

How do you feel when you get up in the morning?

How do you feel when you are angry?

How do you feel when you are going to a party?

How do you feel when your friend spills milk on you?

How do you feel when you win a game?

How do you feel when someone else wins a game?

How do you feel when someone says "I don't like you anymore"?

How do you feel when someone says you did good work?

How do you feel when you have a new toy?

How do you feel when your new toy gets broken?

APPENDIX B

BOOKS SELF-AWARENESS

Abel, Ruth and Ray. The New Sitter
Andre, Evelyn. Things We Like to Do
Angland, Joan. A Friend Is Someone Who Likes You
Becky. Tall Enough Tommy
Beim, Jerrold. Smallest Boy In the Class
Beim, Jerrold and Lorraine. Two Is A Team
Brod, Ruth and Stan. How Would You Act?
Bromhall, Winifred. Middle Matilda
Brown, Margaret Wise. Sh-h-h-h Bang-A Whispering Book
Buntain, Ruth J. The Birthday Story
Cole, William. What's Good For A Six Year Old?
Eckelad, Edith. Kindness Is A Lot of Things
Ericsson, Mary. About Glasses For Gladys
Ets, Marie. Just Like Me
Ets, Mary. Play With Me
Frankl, Lesilotte. Peter and His New Brother
Gardner, Lillian. Somebody Called Booie
Green, Mary McBurney. Is It Hard?
Guilfoile, Elizabeth. Nobody Listens to Andrew
Hallinan, P.K. How Really Great to Walk This Way
Hertz, Grete Janus. When Lena and Lisa Had the Measles
Howell, Virginia. Who Likes the Dark?
Jennison, Keith. From This to That
Kaune, Merriman. My Own Little House
Kessler, Leonard. I Made A Line
Krasilovsky, Phyllis. The Very Little Boy
Krauss, Ruth. The Growing Story
Leaf, Munro. Boo, Who Used to Be Scared of the Dark
Lenski, Lois. When I Grow Up
Lexau, Joan. I Should Have Stayed in Bed
Martin, Bill Jr. David Was Mad
Minarik, Else H. No Fighting - No Biting
Mitchell, Gladys Turley. When We Grow Up
Moore, Paul and Lillian. The Important Pockets of Paul
Novinger, Virginia. Tommy on Time
Olds, Helen. What Will I Wear?
Palmer, Helen. Why I Built the Boogle House
Rand, Ann and Paul. I Know A Lot of Things
Simon, Howard and Mina. If You Were An Eel, How Would You Feel?
Steiner, Charlotte. Kiki Likes Music
Steiner, Charlotte. Kiki Skates
Udry, Janice. Let's Be Enemies
Wondreske, William. All By Myself
Zion, Gene. The Plant Sitter
Zolotow, Charlotte. The Quarreling Book
Zolotow, Charlotte. The Three Funny Friends
Zolotow, Charlotte. When I Have a Little Girl

BOOKS FAMILY

Buckley, Helen. Grandfather and I
Buckley, Helen. Grandmother and I
Carton, Lonnie C. Mommies
Cohn, Norma. Brother and Sister
Gardner, Lillian. The Oldest, the Youngest, and the One in the Middle
Guilfoile, Elizabeth. Have You Seen My Brother?
Hoffman, Elaine and Jane Hefflefinger. About Family Helpers
Jones, William E. Going to School
Kessler, Ethel and Leonard. The Day Daddy Stayed Home
Lenski, Lois. Papa Small
Lenski, Lois. Surprise for Mother
Merriam, Eve. Mommies at Work
Pederson, Hans. The New Home
Radler, Ruth Shaw. Fathers at Work
Steiner, Charlotte. Daddy Comes Home
Sterling, Helen. The Biggest Family in Town
Zolotow, Charlotte. A Father Like That

WORKERS

Ballantine, Bill and Juniper Sage. The Man in the Manhole
Barr, Jene. Mr. Mailman
Barr, Jene. Policeman Paul
Black, Irma S. This is the Bread That Betsey Ate
Brown, Margaret Wise. Little Farmer
Francoise. What Do You Want To Be?
Green, Carla. What Do They Do? Firemen and Policemen
Green, Carla. What Do They Do? Railroad Engineers and Airplane Pilots
Jackson, Janet. Who Will Milk My Cow?
Lenski, Lois. Policeman Small
Mace, Kay and Harry. Chief Dooley's Busy Day
Parents Magazine. Mike the Mailman
Scott, William R. The Apple That Jack Ate
Wonder Starters Homes Wonder Books

I WANT TO BE Series All by Carla Green
- An Airplane Hostess
- An Animal Doctor
- A Postman
- A Musician
- Space Pilot
- Doctor
- Road Builder
- Nurse
- Librarian
- Telephone Operator
- Baker
- Train Engineer
- Farmer
- Dairy Farmer
- Ballet Dancer

I WANT TO BE Series All by Carla Green

- Storekeeper
- Fireman
- Ship Captain
- Zoo Keeper
- Cowboy
- Policeman
- Scientist

BOOKS FROM THE LITTLE OWL READING-TIME LIBRARY

SELF-AWARENESS

Gaulke, Gloria. A Day With My Pets (Leisure time activities)
Mc Clure, Herbert. Children of the World Say "Good Morning" (Respect for individual differences)
Wayne, Harry Randolph. Here Comes Jimmy! Here Comes Jimmy's Dog! (Responsibility of children adjusting to school routines)
Wellesly, Howard R. All Kinds of Neighbors (Differences in People)
Wing, Henry Richet. Ten Pennies for Candy (Sharing)

FAMILY

Blomquist, David. Daddy is Home (Family relationships)
Fehr, Howard F. This is My Family (Understanding family relationships)
Wittram, H.R. My Little Brother (Sibling relationships)
Let's Talk About the World (Conversation by children about the work people do, birth of babies and other things)

WORKERS

Allen, Laura Jean. Mr. Jolly's Sidewalk Market (Shopkeeper)
Heller, Aaron. Let's Take A Walk (Different kinds of work done by people in the city)

APPENDIX C

POEMS SELF-AWARENESS

All of these poems can be found in THE SOUND OF POETRY by Mary C Austin and Queenie B. Mills, Allyn and Bacon, Inc., 1963

	PAGE
BEDTIME Eleanor Farjeon	92
THE CRITIC John Farrar	92
MY BED Lucy Sprague Mitchell	94
KEEP A POEM IN YOUR POCKET Beatrice Schenk de Regniers	97
CHOOSING SHOES Ffrida Wolfe	111
WHEN I WAS LOST Dorothy Aldis	117
GROWING UP Harry Behm	120
KICK A LITTLE STONE Dorothy Aldis	185
THE LESSON Jane W. Krows	186
THIS IS MY ROCK David McCord	187
WHAT THEY ARE FOR Dorothy Aldis	188
SHADOW DANCE Ivy O. Eastwick	188
THE LITTLE WHISTLER Frances Frost	190
EVERY TIME I CLIMB A TREE David McCord	192
A KITE Unknown	196
BUT THAT WAS YESTERDAY Aileen Fisher	203
TWO IN BED Abram Bunn Ross	95

FAMILY

SNORING Aileen Fisher	96
NEWSPAPERS Aileen Fisher	102
AUTOMOBILE MECHANICS Dorothy Baruch	103
THE WORKSHOP Aileen Fisher	104
WALKING Grace Ellen Glaubitz	108
SHOES Tom Robinson	109
MY BROTHER Dorothy Aldis	191
HIDING Dorothy Aldis	199

WORKERS

P'S THE PROUD POLICEMAN Phyllis McGinley	135
THE POSTMAN Laura E. Richards	137
BUSY CARPENTERS James S. Tippet	138
THE BARBERS Walter de la Mare	139
THE COBBLER Eleanor Alletta Chaffee	141
THE DENTIST Rose Fylman	142
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SONGS SELF-AWARENESS

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Pretty Trappings	6
I Got Shoes	6
Clap Your Hands	12
Rig-a-jig-jig	16
All Night, All Day	22
I Bought Me A Cat	36
Little Wheel A-Turning in My Heart	49
My Shadow	78

MUSIC THROUGH THE DAY	
Ha-Ha-This-Away	6
Tippy-Tippy Tiptoe	10
A Work Chant	24

FAMILY

MAKING MUSIC YOUR OWN Silver Burdette	
Adam Had Seven Sons	5
Go Tell Aunt Rhody	13
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MUSIC THROUGH THE DAY Silver Burdette	
Mothers Make a Home	25
O My Little Boy	29
Fais Do-Do	34

WORKERS

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MUSIC THROUGH THE DAY Silver Burdette	
I Want to Be a Farmer	58
Busy Truck	89
The Drill	89
Bus Song	88
Playing Fireman	92
I Am A Jolly Sweeper	94
Going to the Lumberyard	94
The Shoemaker	95
Do You Know	97

APPENDIX E

EVALUATION

The evaluation of the Career Awareness Project on the First Grade level, will of necessity, be mainly subjective. The teacher may want to keep a running log of comments made by the children during different activities, noting any acitivies that seemed especially worthwhile and keep anecdotal records indicating any change in attitudes of children toward themselves and toward the world of work.

In addition to keeping a log, the teacher may make a list of all the occupations the children can name at the beginning of the year and compare it with a similar list made at the end of the year. This can be done on an individual basis or can be done as a class activity.

Another approach in evaluating the year's work could be a form of "What Am I?", or a riddle game. The work of various people studied throughout the year could be described either by the teacher or the students and the others will try to guess what occupation it is. The teacher will want to make notes which can be used later to determine the degree of occupational awareness or enlightenment. This type of activity can be written or oral depending on the children's present level of reading and writing.

The teacher may, at the beginning of the year, have the children tell what occupation they think they would like to have. Record their responses. This activity could take the form of child made drawings that the teacher or an aide has labeled as directed by the child. Determine why the child chose that particular occupations. Record his comments. At the end of the year repeat the activity. If there are changes try to determine why.

"REPORT CARDS FOR TEACHERS"

Elizabeth Hunter
From the May 1972 Childhood Education, published by the ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL

In most classrooms, evaluation is a one-way process. That is, teachers openly assess students, but students are not given the same opportunities to appraise teachers. Thus, pupils have the benefit of finding out from teachers how they are doing and how they might improve, but most teachers do not systematically utilize students as resources of valuable and readily available feedback.

The follwoing evaluation instrument is intended to help those of you who are teachers to tune in on what your students think and feel about their classroom lives. A scale of "YES" , "NO" and "SOMETIMES" is appropriate for most items. If your students can read and write well, you should have no problem in including open-ended items. If your youngsters need some help in reading, you can read each item aloud and have three columns marked off on the chalkboard. Then you can review the column headings after each item to be sure that the children enter their check marks accurately. If your children cannot read and write, uppergrade children will be delighted to help out by administering the opinionnaire to your pupils individually.

Stress the fact that no names should be put on the papers and that you want the children's honest opinions so that the evaluations will be useful to you. You might ask an aide or another teacher to administer the items for you; but if you are open about your purpose, your students will probably be comfortable filling in their sheets even if you are the person in charge of administering them. It would be tactful, however, to have someone else collect the papers.

Many of the items in the "report card" were suggested by a study of communication between teachers and pupils done by G. Bradley Seager.[1] You will want to select for reproduction what is useful to you, and add other items as you wish.

[1] G. Bradley Seager, University of Pittsburg. From a paper delivered to the American Educational Research Association, February 1971.

EVALUATION FORM	YES	NO	SOMETIMES
1. My teacher is careful not to hurt the children's feelings.			
2. My teacher seems to enjoy teaching us.			
3. My teacher cares about me.			
4. My teacher treats me fairly.			
5. My teacher treats most of the kids fairly.			
6. My teacher helps most of the kids feel better about themselves.			
7. My teacher makes me feel important in this class.			
8. My teacher helps the kids when they make mistakes.			
9. My teacher criticizes me.			
10. My teacher praises me.			
11. My teacher criticizes lots of the kids in this class.			
12. My teacher praises lots of the kids in this class.			
13. The kids in this class pick on each other.			
14. The kids in this class help each other.			
15. We learn from each other in this class.			
16. We do interesting things in this class.			
17. We learn important things in this class.			
18. The kids fool around a lot in this class.			
19. My teacher is nice.			
20. My teacher is mean.			
21. My teacher uses ideas that are suggested by pupils.			
22. This class understands the teacher's explanations.			
23. Homework in this class is useful to me.			
24. Homework in this class is interesting.			
25. My teacher likes it when we ask questions.			
26. I usually get my work done on time.			
27. Time seems to go by quickly in this class.			
28. I like to cooperate with my teacher.			

	YES	NO	SOMETIMES
29. I deserve the grades I get in this class.			
30. Most kids do well on the tests in this class.			
31. Tests in this class help us learn important things.			
32. If you don't understand something in this class, it's easy to ask for help from the teacher.			

---

33. The subject I have the most trouble with is____________________

34. The subject I like the best is______________________________

35. The thing I like best about my teacher is______________________

____

36. One thing I don't like about my teacher is_____________________

____

37. I wish my teacher would change the way________________________

____

38. I wish we had more time in class to__________________________

____

39. I wish I could tell my teacher that___________________________

____

40. If I were the teacher, I'd_____________________________________

____

SUGGESTED EVALUATION FOR SELF-AWARENESS

This evaluation is to be done orally by the child. An aide records the statements made by the child.

Name____
(The child is asked to state his or her full name)

Tell four things about yourself that are like other children.

1.____

2.____

3.____

4.____

Tell four things about yourself that are different from__________

____
(name a child in the class)

1.____

2.____

3.____

4.____

Name two things that you like.

1.____

2.____

Name two things that you dislike. 1.____________________

2.____________________

Tell one thing you like about__________________________
(name a child in the class)

____

Tell one thing you like about yourself.____________________

____

SUGGESTED EVALUATION FORM FOR THE FAMILY

This evaluation is to be done orally by the child. An aide records the statements made by the child.

Name____

Tell your father's occupations and one thing that he does in his work.

Occupation____

What he does____

Tell your mother's occupations and one thing that she does in her work.

Occupation____

What she does____

Why is your father's job important?____________________________

____

Why is your mother's job important?____________________________

____

Does your father make a product or perform a service?

product__________ service__________ (check one)

Does your mother make a product or perform a service?

product__________ service__________ (check one)

SUGGESTED EVALUATION FORM FOR WORKERS

This evaluation is to be done orally by the child. An aide records the statements made by the child.

Name____

Tell one thing that each of these people do.

Our principal________________________________

The school secretary_________________________

The custodian________________________________

Name three workers whose occupations take them to people's homes.

1.____

2.____

3.____

Tell if these people work with a product or perform a service.

Milkman	product_______	service_______	(check one)
Telephone man	product_______	service_______	(check one)
Fireman	product_______	service_______	(check one)
Policeman	product_______	service_______	(check one)

APPENDIX F

SUGGESTED QUESTIONNAIRE FOR INTERVIEWING PARENTS

Dear Parents of ____________________________
(child's name)

Your child is learning about the world of work and how what he learns in school will help him later on. He or she is interested in finding out if being able to read, write, speak and listen well helps you in your work, whether at home or in your occupation.

Let your child ask you the questions and check your response on the questionnaire. Please send the questionnaire back to school with your child so that we may discuss the importance of these skills in working.

Father 1. Do you talk in your work? yes___ no___

2. Does talking help you in your work? yes___ no___

3. Can you do your work without talking? yes___ no___

4. Do you read in your work? yes___ no___

5. Can you do your job without reading? yes___ no___

6. Do you listen in your work? yes___ no___

7. Can you do your work without listening? yes___ no___

Mother 1. Do you talk in your work? yes___ no___

2. Does talking help you in your work? yes___ no___

3. Can you do your work without talking? yes___ no___

4. Do you read in your work? yes___ no___

5. Can you do your job without reading? yes___ no___

6. Do you listen in your work? yes___ no___

7. Can you do your work without listening? yes___ no___

APPENDIX G

SUGGESTED LETTER TO PARENTS

Dear Parents of______________________________
(name of child)

The students in our class are studying about families and the importance of work of each member. We want to learn more about the work of the parents of all the children in our class.

Would you answer these questions for us and send it to school with your child? We will study how your jobs affect our lives.

1. What is your occupation?____
(father)

____
(mother)

2. What are some of your duties?__________________________________
(father)

____
(mother)

____

3. Is there anything about your work which the children in our class would enjoy seeing? (pictures, uniforms, tools, etc.)________________

____

____

4. Would a field trip to your place of employment be beneficial to our class? yes___ no___

Comments____

5. Would you be able to come and talk to our class about your work?

____

Thank you for your time and consideration.

____
(teacher)

APPENDIX H

PUPPET

HEAD-Small paper sack filled with wadded paper

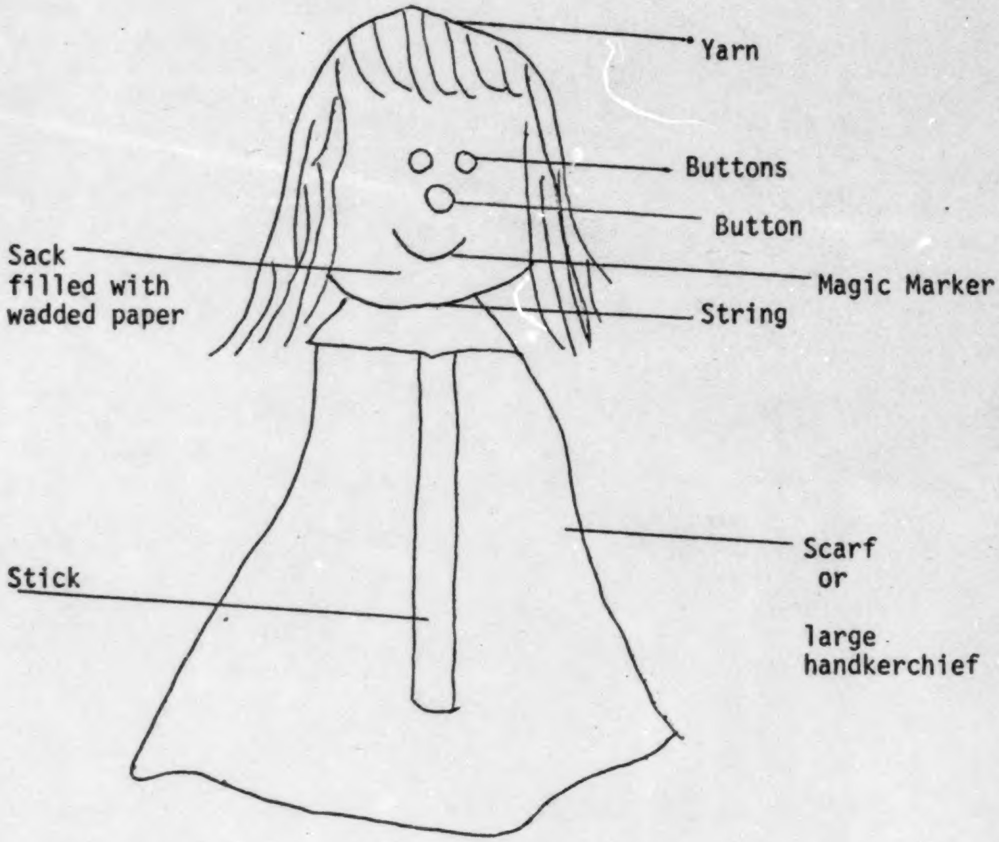
HAIR-Yarn or strips of cut paper

EYES-Small buttons or cut paper

NOSE-Larger button or cut paper

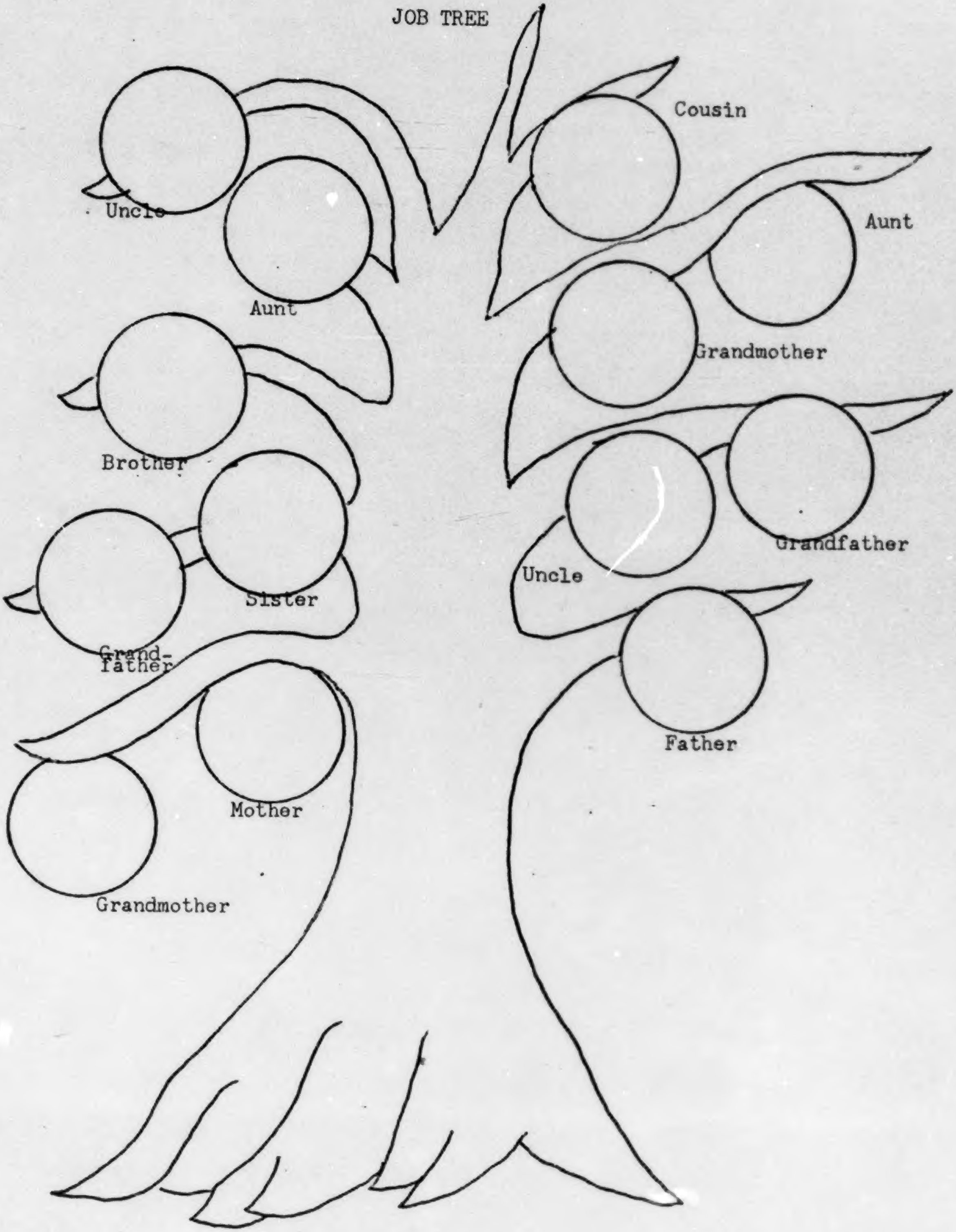
MOUTH-Drawn with a magic marker or pasted on with cut paper

BODY-Stick pushed into the wadded paper head.
Use scarf or large handkerchief to cover hand. Tie the scarf around the stick, just under the head, with string.


Yarn
Buttons
Button
Sack filled with wadded paper
Magic Marker
String
Stick
Scarf or large handkerchief

APPENDIX I

JOB TREE


Uncle
Aunt
Cousin
Aunt
Grandmother
Brother
Grandfather
Sister
Uncle
Grand-
father
Father
Mother
Grandmother

APPENDIX J

SAMPLE LETTER TO A CLASSROOM SPEAKER

Dear_____________________________:

I would like to thank you for planning to visit with us on ____________________ in order to discuss your work. Our purpose is to acquaint the children with a wide variety of career opportunities and the attitudes necessary for success.

As you explain your job, we hope that the children will begin to ask these questions:

1. Would I like to do this?
2. Would I be good at this job?
3. What am I learning at school that would help in this job?

It will help if you plan your presentation to answer questions such as the following:

1. What do you do on the job?
2. Describe the nature of your working activity: skill, tools needed, and the contribution of your job to our community.
3. What are the satisfactions you receive from your job?
4. What habits help you to do your job well?
5. What type of education or training is necessary for this job?

Please bring any visual aids (tools, uniforms, etc.). We are looking forward to your visit.

Cordially,

____
Name of teacher)

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FIRST GRADE

BOOKS

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Bauer, W.W. and Dorothy Baruch, Elizabeth R. Montgomery, Elenore T. Pounds. Just Like Me (Scott, Foresman and Company, 1962)

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Presno, Vincent and Carol Presno. Man in Action Series, People and Their Actions (Prentice-Hall, 1967)

Richards, Marie M., Ethel K. Howard and Others. Our Country (Allyn and Bacon, Inc., 1970)

Zolotow, Charlette. You and Me (Macmillan Company, 1971)

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"Report Cards for Teachers" Hunter, Elizabeth. Childhood Education (Association for Childhood Education International, May 1972)

OTHER

DUSO KIT (Science Research Associates, 1970)

Focus on Self-Development Stage One-Awareness (Science Research Associates, 1970)

Our Working World Families at Work Resource Unit (Science Research Associates, 1964)

Peabody Language Development Kits Level I (American Guidance Service, 1965)

GRADE TWO

UNIT ON SELF-AWARENESS

This unit on Self-Awareness was written as a concentrated three week unit to be used at the beginning of the year, with the concepts to be carried on throughout the year as situations arise. These concepts can be developed and strengthened in many ways in conjunction with the regular curriculum and day-to-day activities.

CONCEPTS:

1. Each person is an important individual--with similarities and differences in relation to others.
2. Each child needs to learn about himself--who he is--and to become aware of his strengths and weaknesses.
3. Effective communication helps people cooperate and work well together.
4. People are happier when they relate well to others.

OBJECTIVES:

1. Each pupil should begin to recognize that he is an individual with similarities and differences in relation to others.
2. Each pupil should understand that all people have emotions.
3. Pupils should continue the development of a positive self-image.
4. Pupils should recognize that certain situations and actions produce reactions or feelings in other people.

BEHAVIORAL OBJECTIVES:

1. Each child will recognize his physical attributes.
2. Each child will identify four feelings that he has.

3. Each child will relate three actions that will evoke specific reactions or feelings in others.
4. Each child will name three positive personality attributes.
5. Each child will select one personality trait that he will work on to help him to become a better person.

ACTIVITIES	REFERENCES AND MATERIALS
Introduction: Teacher may suggest to the children that since they will be working and playing together for a school year, it will be a good idea to learn how to know each other.	
'Magic Circle' - Teacher and children sit in circle. Each one tells about himself and his family.	
1. What are some things you have wondered about? Teacher may open the discussion by asking a number of questions such as - Have you ever wondered what it would be like if we had no electricity? - Have you ever wondered what it would be like if no one talked to you for a whole day? Discussion: use filmstrip and record.	1. S.R.A. Focus on Self-Development Stage One - Awareness. Manual Filmstrip-record Sometimes I Wonder (first part) Pages 14-18 in manual.
2. Physical Attributes of Self. Discussion: How are we alike? How are we different?	2. Photoboards - 1,2,3 Manual - pages 20-21. Here I Am - Workbook in SRA Kit

	. Each child may draw 12 by 18 pictures of himself. Fill in sentences: I am _____ years old. My eyes are _____. My hair is _____. There are _____ people in my family. I live in a _____ house. Draw pictures of his family.		
3.	Feelings Discussion: Have different children tell about the times that they felt happy-sad-lonely. The class might make a "I Have Feelings" bulletin board collage using pictures from magazines to show people displaying various emotions - include people of all ages. View filmstrip and discuss. Draw pictures of faces showing happiness, fear, etc. Open-end sentences (oral) I feel happy when_________. I feel sad when__________. I get excited when________. etc.	3.	Unit C. Circle of Feelings Filmstrip and record. Pages 28-37 in manual.
4.	Social Awareness and Interpersonal Relationships Teacher may ask leading questions such as - Have you ever been lonely? Have you been lonesome at home? What can you do when you have a problem like that? Choose from activities in manual.	4.	Unit D. Record: Lonesome Ben pages 38-42. Filmstrips (From IPC) Playing Fair (color) (101108) Sharing with Others (color) (101109) Sound Filmstrips: (103761-01) (103763-01)

5. Feelings How many of you have a big sister or brother? Can you do all the things your big brother or sister can do? How do you feel when you can't do some of the things they do? Do you have little brothers and sisters? How do you feel towards them? Discussion. Use activities suggested in the manual.	5. Unit K."When You're Older, Suzy" Record. pages 8/-91 in manual Photoboards - related to topic
6. Problem Solving Questions: Have you ever had a problem? Do other people have problems? What can one do about a problem? Use record-What was Andy's Problem? Role-playing situations: Set up situations, depicting problems. Have children role-play, trying to solve problems.	6. Unit O. Record: Andy, A Boy Who Ran Away pages 111-114 in manual Photoboards: 5,17,22,30,31, 36,37.
7. Have you ever been lost? How did you feel? Use filmstrip-record. Did Judy have a problem? How did Judy act toward others? Discuss.	7. Unit P. Judy's Ups and Downs Filmstrip-record. pages 116-125 in manual. Photoboards: see page 124.
8. How many people does it take to have a disagreement? a fight? (It takes at least two) Role-play:Pupils set up situations involving disagreements. Demonstrate poor ways to react and better ways to solve problems.	8. Unit Q. It Takes Two to Seesaw. Record: pages 126-131 in manual Photoboards: page 130. Seven or So. Scott, Foresman & Company, 1962, unit three, pages 88-101.

9. Use the filmstrip and record. Discuss. Children may bring pictures of people who are happy, sad, angry, or lonesome to make a bulletin board or a collage of pictures. Children may write and illustrate individual stories beginning with open-end sentences, such as: I feel happy when______ I feel lonesome when ______ I feel angry when ______ I feel frightened when______ I feel excited when______ I feel frustrated when______ Compile stories into individual booklets. Make cover with title: About Me.	9. Sometimes I Wonder SRA Kit Filmstrip and record.

EVALUATION - SELF-AWARENESS

Part I.

1. Two things that make me happy are:
   1. ______________________________
   2. ______________________________
2. Two things that make me sad are:
   1. ______________________________
   2. ______________________________
3. One thing that makes me excited is______________________________
4. Three things that make me angry are:
   1. ______________________________
   2. ______________________________
   3. ______________________________
5. I feel lonesome when______________________________

Part II.

1. Tell one thing you do that makes someone happy.______________________________
2. Tell one thing you do that makes someone cross.______________________________

3. Tell one thing you do that makes someone like you.______________

4. Tell one thing you do that makes someone feel bad.______________

Part III.
What kind of person are you? Tell four things about yourself.
1. ____
2. ____
3. ____
4. ____

Part IV.
Who is your best friend?______________________
Tell three reasons why you like him.
1. ____
2. ____
3. ____

Part V.
Tell one thing you can do to help you become a better person.

At the end of the year, culminating activities could include:

1. ABOUT ME booklets - described in Activity 9.

2. Circle Sessions
   Teacher may ask questions such as:
   Can you remember the very first day in this room?
   Do you remember how you felt?
   How do you feel now?
   Have you made new friends?
   What can you do now that you couldn't do that day?
   etc.

3. Make a more formal booklet, using statements in the Evaluation-Self-Awareness list. These statements could be set up as worksheets, with space for illustrations. This would be a "take home" booklet. It could be useful in spring parent-teacher conferences to help parents gain insight and better understanding of their children.

GRADE TWO

SCIENCE UNIT ON ENVIRONMENT

AWARENESS OF THE WORLD ABOUT US

CONCEPT We become aware of the world about us through our five senses.

BEHAVIORAL OBJECTIVE Each pupil will make a list of five items for each category: seeing, hearing, smelling, tasting, and touching.

ACTIVITIES	REFERENCES AND MATERIALS
1. Introduction: Hearing Ask pupils to put their heads on their desks. Close their eyes. Identify five sounds they hear in the morning, etc.	1. SRA Focus on Self-Development Stage One Awareness Manual and photoboards Unit E. The Sound Machine - record. pages 43-48 in manual.
2. Seeing Pupils may draw pictures of five things they think are beautiful. Name five things that are red, green, round, square, rectangular, etc,	2. Unit F. The Magic Glasses Filmstrip and record. See pages 49-60 in manual. Open the Gate. Ginn & Company 1959, p. 41-48. (Taffy and the Glasses) Sound Filmstrip 103831-01
3. Smelling and Tasting Teacher may ask questions to introduce the subject. -What does a baby do when he sees something new? (He grabs it and puts it in his mouth). -What is your favorite food? -What do you like to smell?	3. Unit G. Tony's Way Out Nose - Record. See pages 61-63 in manual. "Everything There Is". More Friends and Neighbors. Scott, Foresman & Company. 1960.
4. Touch Teacher may ask children to think of things they like to feel, or touch. Think of words to describe how things feel. Make riddles about how things feel.	4. Unit H. The Blind Man and the Elephant - Record. See pages 65-60 in manual
5. Culminating Activity Divide the class into five groups. Choose a leader for each group. Take a short walk around the neighborhood. Each	

group brings back a list of things that it could see, hear, smell, or touch. Compile a list under each heading on a lined chart.

Make individual booklets:
I like to see______________
(pictures and labels of five things)
I like to hear_____________
(pictures and labels of five things)
I like to smell____________
I like to taste____________
I like to touch____________

Evaluation Chart
See Appendix M

THE WORLD OF WORK IN OUR COMMUNITY -- GRADE TWO

This unit on the World of Work was written to be used in conjunction with the existing Social Studies Curriculum in the Sioux Falls school system. It is suggested that a three or four week block of time be used to study this unit. The teacher is not expected to use all the activities and materials in the guide. Many of the concepts may be integrated into units contained in the present curriculum.

CONCEPTS

1. People work to satisfy their needs.
2. The school has a role in preparing the child for his future career.
3. People in the family, community, and world depend on each other.
4. There is dignity in work.
5. Some workers produce services - others produce goods.
6. Each occupation includes many responsibilities.
7. There are relationships in job families.

TEACHER OBJECTIVES

1. To develop the understanding that people work to satisfy their needs.
2. To lead pupils to understand that all workers need the skills developed in elementary schools.
3. To develop an understanding of the inter-dependence of people in a community.
4. To develop the concept that there is dignity in work.
5. To help pupils understand that there are relationships in job families.
6. To develop an awareness that each occupation includes many responsibilities.
7. To develop the understanding that some workers produce services - others produce goods.
8. To lead pupils in the exploration of one career or occupation in depth. Find out about skills, education, training, hours, special satisfactions, and income.

BEHAVIORAL OBJECTIVES

1. Each pupil will tell three things about his father's and/or mother's occupation.
2. Each pupil will name four workers who provide services to the community.
3. Each pupil will name four workers in the community who help produce goods.
4. At least half of the class will be able to list three occupations that belong to a job family.
5. Each child will list three occupations that require reading, three that require mathematics, three that require writing, and three that require the ability to speak well.

ACTIVITIES	REFERENCES AND MATERIALS
1. Introduce the unit by asking the question: What is work? Have pupils try to define work. Ask pupils to name some workers they know about. Ask: Why do people work? Elicit from the pupils that all people have needs; that people work to satisfy their needs and those of their families.	1. List workers they name on board. List basic needs on chart or board.
2. All people have to work. Ask each child to tell what his parents do. Make a work tree for the bulletin boards. (See Appendix A) Include the occupation of each child's parents. Make individual copies of the Work Tree for children's booklets, which will be compiled during the unit study.	2. Little Red Hen. Original Muppet Show-Vocational School. Appendix A
3. Have different parents come to the room to explain their work. Ask them to show any special uniform ,tools, or portable equipment that they use. Have pupils ask questions such as: 1. Where do you work? 2. How many hours a day do you work? 3. Do you use special tools? 4. Do you work with people? 5. Do you like your work? 6. How did you learn how to do your work? 7. Do you have to know how to read and write in your work? 8. Do you have to use mathematics?	3. Parents as resource people. Have several come to school. Pupils may interview others at home. Appendix N

4. Have the mother tell them she is a homemaker and mother. Have her bring items such as a cookbook, iron, broom, skillet, etc. Children may ask questions. Ask her to list the many activities that make up a homemaker's day. She might write the list on the chalkboard. Children may help by thinking of things homemakers do.	4. Include a mother as a resource person, describing the career of a homemaker.
5. WHO ARE THE WORKERS IN OUR SCHOOL? Have the children make a list. Copy on lined chart paper for display in room. List should include: principal, teachers, secretary, teachers' aides, counselor, librarian, students, custodians, student aides.	5. Picture Story Print - 400080
6. Arrange for one of each kind of school worker represented in school personnel to come to the room to tell about his work. Or divide the class into groups of two or three. Have each group interview a worker, and then report to the class. Arrange a visit to the basement of the school to see how the school is heated. Custodian will take them on a tour of the basement area. He will explain his work and responsibilities. Have pupils make a list of questions to ask, such as: 1. What do you do in the course of a day? 2. How did you prepare for your work? How much training did you need? 3. How many hours a day do you work? 4. Do you like your work? Why? 5. Do you have to read in your work? 6. Do you have to write? 7. Do you use math? 8. Do you communicate? 9. Do you have to get along with other people?	6. Resource people: School Personnel Appendix N

7.	Make a bulletin board. Use caption SCHOOL WORKERS. Draw an outline of a school. Inside of it draw and label figures representing each worker in the school. Individual pages of this idea could be made for pupil booklets.	7.	See Appendix E
8.	WHERE DO YOU LIVE? Elicit from the children that they live in a home, on a street, in a neighborhood, in a city, in a country, on a continent, in the world.	8.	Hengesbaugh, I Live in So Many Places, Children's Press Large maps of Sioux Falls, South Dakota, the United States. Globe Globe and map units in Sioux Falls Social Studies Guide
9.	Make a big map of the Lincoln school area. Keep it simple. Have each child give his address. Draw a picture of a house with his name on it for each child. Place the house in its proper place on the map. Take a walk to find the various houses.	9.	Filmstrip - What is a Map? 1000724 Appendix C
10.	Develop the idea of a neighborhood. Examine the many different kinds of neighborhoods: city, small towns, villages, rural. Discuss the many kinds of work done by the people in a neighborhood. Have children tell about neighborhoods they have visited. Tell how they are like Sioux Falls. Tell how they are different.	10.	Senesh, Our Working World, Neighbors at Work. Resource Unit - recorded lessons and activity book by Lawrence Senesh, SRA Appendix B
11.	What kind of neighborhood do we live in? Discuss.	11.	Living Together in the Neighborhood . Reese, Teacher's Edition p. 34. Filmstrips: 103789,103790, 103787. See Appendix C

12. Pupils could make the main street of a small town on a long table. Show different types of stores and offices. Have toy cars parked on the streets. Compare the main street with downtown Sioux Falls.	12. Use gray paper for street, shoe boxes, toy cars.
13. What is a commu[illegible] Develop the idea that a community is composed of people who live and work in a town, city, or area.	13. Filmstrips - 103716, 103710, 103712, 103713, Appendix C
14. Ask, "Who are the workers in Sioux Falls?" Have the children list several. Tell them that there are many workers doing many, many kinds of work in Sioux Falls.	14. Game - Peabody Kit - Level 2 - Teacher's manual pages 64-66 See Appendix C Picture Story Print Set Appendix C
15. Ask,"Who governsthe city?" Have a short study on government.	15. Our Working World - pages 175-188 Appendix B
16. Plan a field trip to City Hall. Before the trip, explain some of the work that must be done to keep the city functioning. Make a list of questions to be asked. Explain that some officials are elected, some appointed. Question: Who pays these people? Tell pupils that people pay taxes. Explain that schools, parks, libraries, etc., belong to all of the taxpayers (citizens).	16. Field trip to City Hall. (See field trip guide)
17. Do people work at night?	17. Filmstrips - 103661, 103709, 103801. Appendix C Picture Story Study Print Set Appendix C
18. Make a big bulletin board. Children may find pictures of as many kinds of workers as possible. Make a collage of pictures with a	18. Appendix D

	caption such as: IT TAKES ALL KINDS or THE WORLD OF WORKERS.		
19.	Children may make a mural showing different workers. Each child may choose a worker to draw or paint.	19.	Roll of paper, tempera paint, water colors, etc.
20.	HOW DO WE DEPEND ON COMMUNITY WORKERS? Through discussion, develop the idea that they give us services and goods.	20.	Independent reading - I WANT TO BE - Series Appendix G
21.	Have children make a list of those who give services, another list of those who provide goods. Add to the list as study is continued. SERVICES: Doctors, nurses, dentists, optomitrist, teachers, principals, policemen, firemen, librarians, bankers, mailmen, pilots, etc. GOODS: Storekeepers, car dealers, merchants, farmers, ranchers, fruit growers, truck gardeners, etc.	21.	Use lined chart paper for lists. Keep where children can refer to it. Filmstrips - Appendix C Picture Story Study Prints Appendix C Resource person - Mailman. Have him bring his bag. Tell how much it weighs, etc.
22.	Bulletin Board activity: Make a Work Tree for people who give us services and a Work Tree for people who provide us with goods (See Appendix A - Work Tree). Place side by side on bulletin board. Have students decide which workers to include. Make a copy of each for individual booklets.	22.	Principles and Practices in the Teaching of the Social Sciences - Concepts and Values Unit Six - p. 141-165 Appropriate Filmstrips - See Appendix C
23.	Have each child choose a worker. Make comic strip. Include information about his work. Compile pages into class comic book for reading table.	23.	See Appendix F

24.	WHAT IS A JOB FAMILY? Develop the idea of job families. Tell them that people in a family are related. Jobs that are related belong in a job family. Most community helpers belong in a job family. Community workers depend on each other.	24.	Appendix G. Independent Reading Peabody Kit - Appendix C (Use People Cards - Group in Job Families)
25.	Make lists of job families. Health: Parents, doctors, nurses, optometrists, garbagemen.	25.	Resource people - Nurse, student from vocational school of nursing. Field trip to vocational school of nursing.
26.	Protection: Policemen, firemen, safety patrol, highway patrol, parents.	26.	Resource people--firemen, policemen.
27.	Farmers, ranchers, dairy workers, fruit growers, bakers, etc.	27.	A field trip to Terrace Park Dairy. Appropriate filmstrips - pictures.
28.	Shelter: Carpenters, plumbers, electricians, bull dozer operators.	28.	Filmstrips - Appendix C Picture Story Study Print Set -Appendix C
29.	Transportation: Car dealers, trainmen, pilots, airport workers, factory workers, air traffic controller, bus drivers.	29.	A field trip to the airport. Filmstrips: 103705, 103596 Appendix C
30.	Communication: News-casters, reporters, newpaper workers, writers, publishers, etc.	30.	Resource person - a news-caster or newspaper workers.
31.	DO COMMUNITY WORKERS HELP ME? To show how workers serve each child, make people pyramids with child at apex. (See appendix.) Make four or five such pyramids on bulletin board. Make copies of each for individual booklets.	31.	Appendix H.

HEALTH

Child

32. Optometrist, garbage man, nurse, dentist, mother, father, doctor.

32. Resource person--dentist, dental hygienist, doctor, garbage man.

Filmstrip - 103817, Appendix C
Picture Story Study Print - 400072-01 Appendix C.

PROTECTION

Child

33. Parents, teacher, principal, safety patrol, policeman, fireman, highway patrol.

33. Resource people - Safety patrol, policeman.

Filmstrips - Appendix C
Picture Story Study Prints - Appendix C
A field trip to the fire station.

EDUCATION

Child

34. Custodian, lunchroom aides, librarian, secretary, teacher's aides, principal, teacher, counselor, supervisor.

34. Resource people could include teachers in special areas - the primary supervisor, etc.

MEAT

Child

35. Supermarket workers,storekeeper, processor, (Morrells) stockyard buyers, truckers, farmers, ranchers.

35. A field trip to a supermarket, a walk to the neighborhood grocer.

36. These pyramids could be made for many of the services or goods a child uses in day to day living, such as groceries, books, clothing, furniture, entertainment, etc.

36. Appendix H.

37.	Divide the class into five groups (five or six in a group). Have each group choose a job family to represent. Have each group plan an activity to explain about the job family such as: bulletin boards, dramitization, make up a song, a TV show, make up riddles for each member of the job family.	37.	Appendixes G, I, J, K, L.
38.	Exploring Occupations After discussing different occupations, children may choose one occupations to study in depth. Teacher will guide them in selecting questions pertaining to training, apptitude, and skills, hours, salaries, special satisfactions, opportunities for advancement, etc. Children may work in groups of three or four. Reports can be given to class.	38.	Resource people, including parents, library books, encyclopedias. Materials for reporting to class might include pictures, costumes, tools, puppets, dramatizations.
39.	FINAL ACTIVITY-- Have each child decide what he thinks he might choose as a career. Make a bulletin board. What Will I Be? Have each child find a picture. Label with child's name.		
40.	Question--Will the 1973-74 second grade class at Lincoln School be well represented in the World of Work? Discussion--Find out how many will be giving services--how many involved with goods. Each child write a story--When I Grow Up, I Will____________. Illustrate story. Use page for booklet. Put booklet together, Use Title - The WORLD OF WORK.		

Evaluation for Unit - THE WORLD OF WORK IN OUR COMMUNITY

1. Tell three things that you know about your father's or mother's work.
2. Name four workers that provide services in the community.
3. Name four workers that help produce goods for the community.
4. Name three occupations that belong in a job family.
5. Name three occupations that require reading.
6. Name three occupations that require mathematics.
7. Name three occupations that require writing.
8. Name three occupations that require the ability to speak well.

In this unit study of the World of Work, the teacher will incorporate the other subject area taught: reading, writing, art activities, music, mathematics, map study, poetry.

41. Activities include independent reading, writing thank you letters to resource people, art work and bulletin boards, interviewing people, map drawing, learning related songs, dramatizations, role playing, poetry appreciation, original rhymes, and songs. Activities may include games, such as nursery rhymes, occupational riddles, fun with names of occupations, identification of tools and workers.

41. Puppetry handbook - General Appendix

See Appendixes G, I, J, K, L.

42. Teacher and pupils may decide to present a program, THE WORLD OF WORK, as a culminating activity.
The program should be planned by the class and could include many activities, such as impersonations, dramatizations, songs, poems, etc. Parents and other classes could be invited to attend.

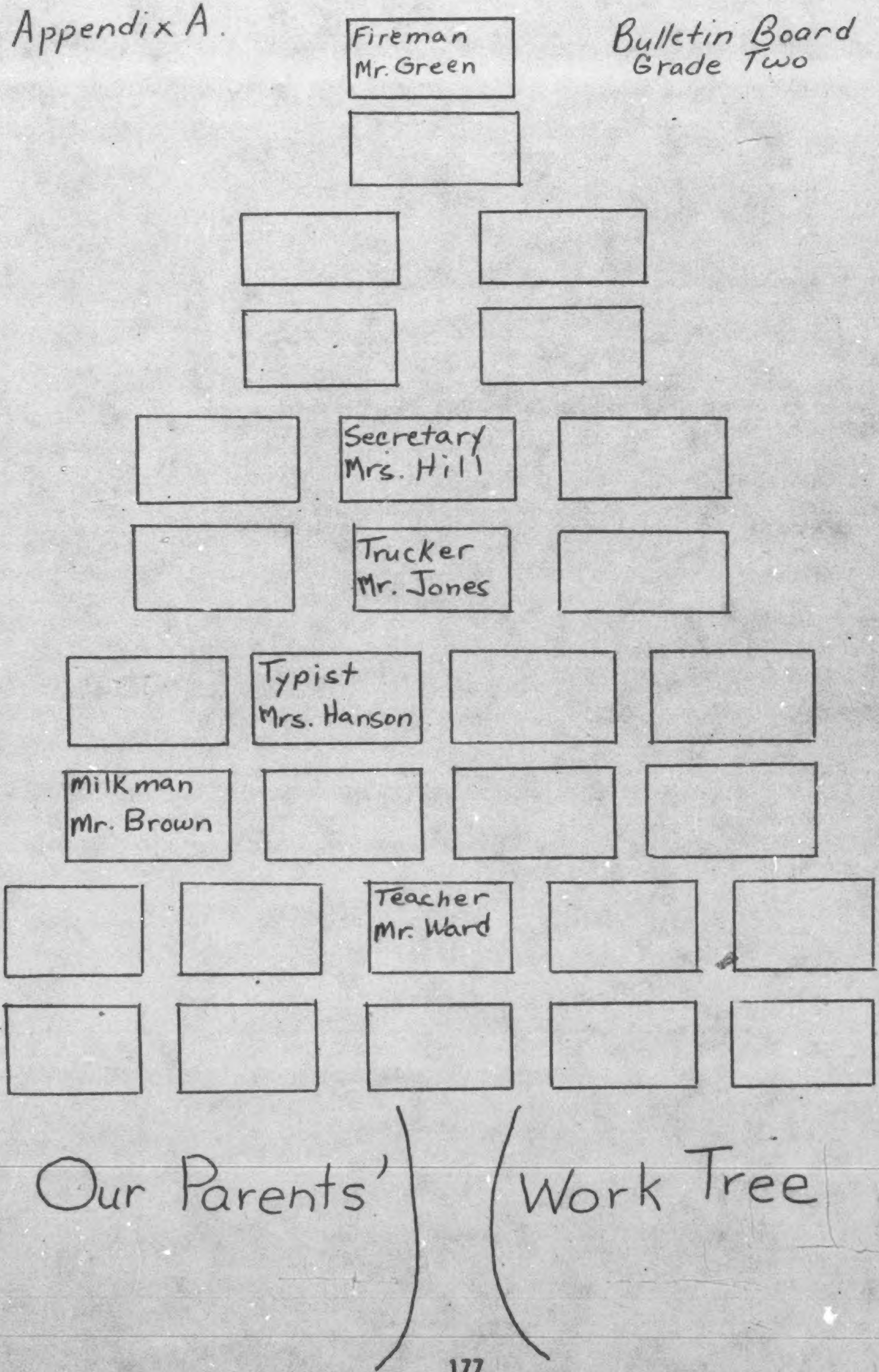
VOCABULARY RELATED TO UNIT

occupation
career
training
preparation
education
require
requirements
equipment
satisfy
needs
homemaker
neighborhood
county
state
nation
continent
government
rural
community

optometrist
electrician
air-traffic controllers
newscasters
publishers
dental hygienest
processor
entertainment
involved
services
goods
producer
consumer
job family
depend
related
personality
opportunities
skills
tools

Appendix A.

Bulletin Board
Grade Two


Fireman
Mr. Green
Secretary
Mrs. Hill
Trucker
Mr. Jones
Typist
Mrs. Hanson
Milkman
Mr. Brown
Teacher
Mr. Ward

Our Parents' Work Tree

APPENDIX B

BIBLIOGRAPHY - GRADE TWO

Communities at Home and Abroad (Allyn and Bacon, Inc., 1970).

Cutright, Charters, Clark. Living Together in Town and Country (MacMillan Co., 1953)

Hanna - Hoyt . In the Neighborhood (Scott-Frensman Co., 1950).

McIntire. Billy Lives in Maplewood (Follett-Publishing Co., 1950).

McIntire-Hill. Workers at Home and Far Away (Follett-Publishing Co., 1950).

Moore-Cooke. Visiting Our Neighbors (Scribner and Sons, 1951).

Norris, Willa, Occupational Information in the Elementary School, Science Research Associates, Inc., Chicago, Illinois.

Partch, Dorothea. Our Basic Needs - Food, Clothing, Shelter (Harper and Row, Publishers, 1968).

Pierce, Mary Lusk. The Community Where I Live (Allyn and Bacon, Inc., 1952).

Pierce, Georgas. The Community Where You Live (Allyn and Bacon, Inc., 1959).

Reese, Darell. Basic Social Studies 2 (Row, Peterson, and Co., 1958).

Reese, Darell. Living Together in the Neighborhood (Harper & Row, Inc., 1964).

Senesh, Lawrence. Our Working World, Neighbors at Work (Science Research Associates, 1965).

The Social Sciences - Concepts and Values (Harcourt, Brace and Jovanovich, Inc., 1970).

Thomas. Stories About Sally (Ginn and Company, 1960).

Schneider, Herman and Nine. Science for Here and Now (D.C. Heath & Co., 1954).

Smith, Blecha, and Sterning. Science 2 (Laidlaw Brothers, 1966).

Science - A Modern Approach

Seven or So (Scott, Foresman and Co., 1962).

APPENDIX C

FILMSTRIPS --- AUDIO VISUAL CENTER AT I.P.C.

NEIGHBORHOOD WORKERS	(color)	103789
WORKING IN OUR COMMUNITY	"	103801
PEOPLE WHO WORK WHILE YOU SLEEP	"	103661
HOW OUR CITIES ENFORCE THE LAW	"	103631
AIRPORTS AND THE AIRPLANES	"	103596
AIRPORT WORKERS	"	103705
LIVING IN THE CITY	"	103712
OUR NEIGHBORHOOD LAUNDRY	"	103816
THE NEIGHBORHOOD OPTOMETRIST	"	103817
SHARING WITH NEIGHBORS	"	103792
HERE IS THE CITY	"	103710
DIFFERENT NEIGHBORHOODS	"	103787
PROBLEMS OF THE CITY	"	103713
COMMUNITY AIRPORT	"	103716
BUSINESS IN THE CITY	"	103709
WHAT IS A MAP	"	100724

PICTURE STORY STUDY PRINT SET (color)
Society for Visual Education, Inc.

HOSPITAL HELPERS	400072-01
HOW PEOPLE TRAVEL IN THE CITY	400073-01
KEEPING THE CITY CLEAN AND BEAUTIFUL	400074-01
MOVING GOODS FOR PEOPLE IN THE CITY	400075-01
POSTAL HELPERS	400079-01
SUPERMARKET HELPERS	400082-01
SCHOOL FRIENDS AND HELPERS	400080-01
POLICE DEPARTMENT HELPERS	400076-01
FIRE DEPARTMENT HELPERS	400071-01
DAIRY HELPERS FRIENDS	400068-01
NEIGHBORHOOD FRIENDS AND HELPERS	400076-01

SOUND-FILMSTRIPS (guides)
Society for Visual Education, Inc.

ENVIRONMENT

LEARNING TO LIVE TOGETHER SERIES	103831-01
SIGHTS AND SOUNDS IN THE NEIGHBORHOOD	103831-01

AWARENESS

CHUCK LEARNS ABOUT SHARING (Guide)	103761-01
HOW TO BE LIKED	103763-01
LEARNING TO USE MONEY WISELY	103758

APPENDIX C

PEABODY LANGUAGE DEVELOPMENT KITS
American Guidance Services, Inc.
Circle Pines, Minnesota

DIMENSIONS OF PERSONALITY - I CAN DO IT
Pflaum Standard
38 West Fifth Street, Dayton, Ohio

CONCEPT PICTURE CHARTS

EXPLORATIONS IN BEGINNING SOCIAL STUDIES

HARCOURT, BRACE AND WORLD, INC. (1967)

SERIES I

THE FAMILY AT HOME

COOKIE BREAK

LITTLE BUILDERS

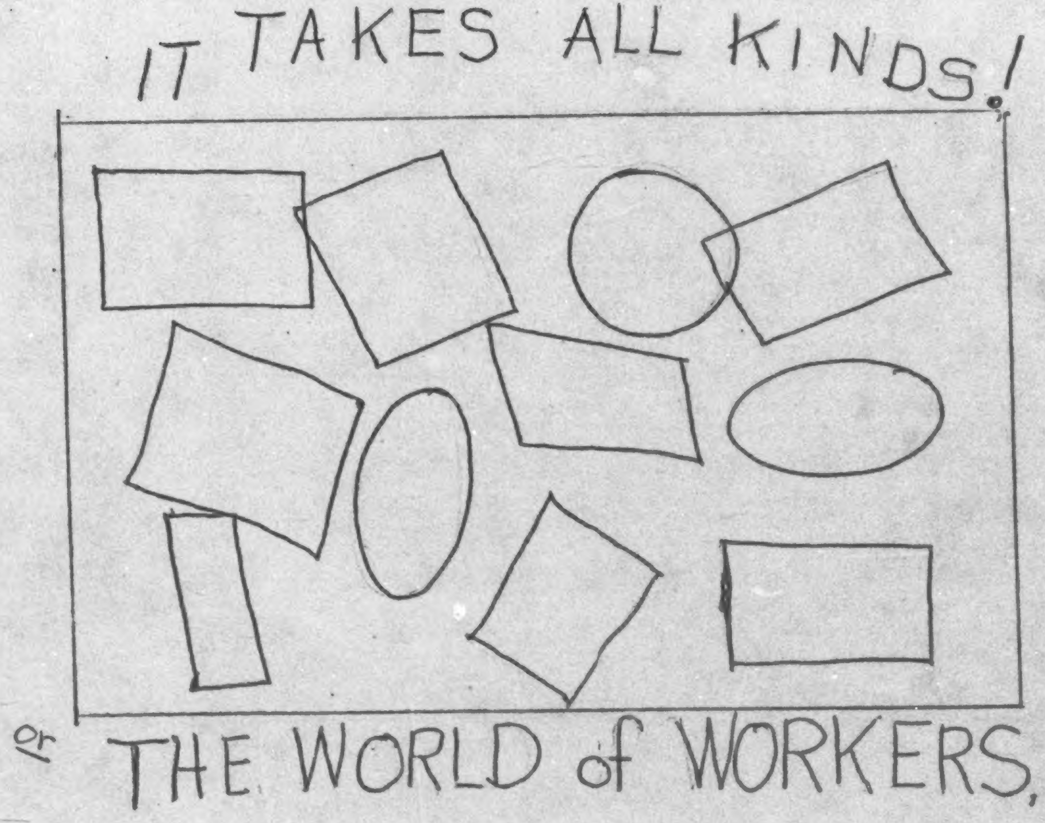
A VISIT WITH THE DOCTOR

A VISIT WITH THE FIREMAN

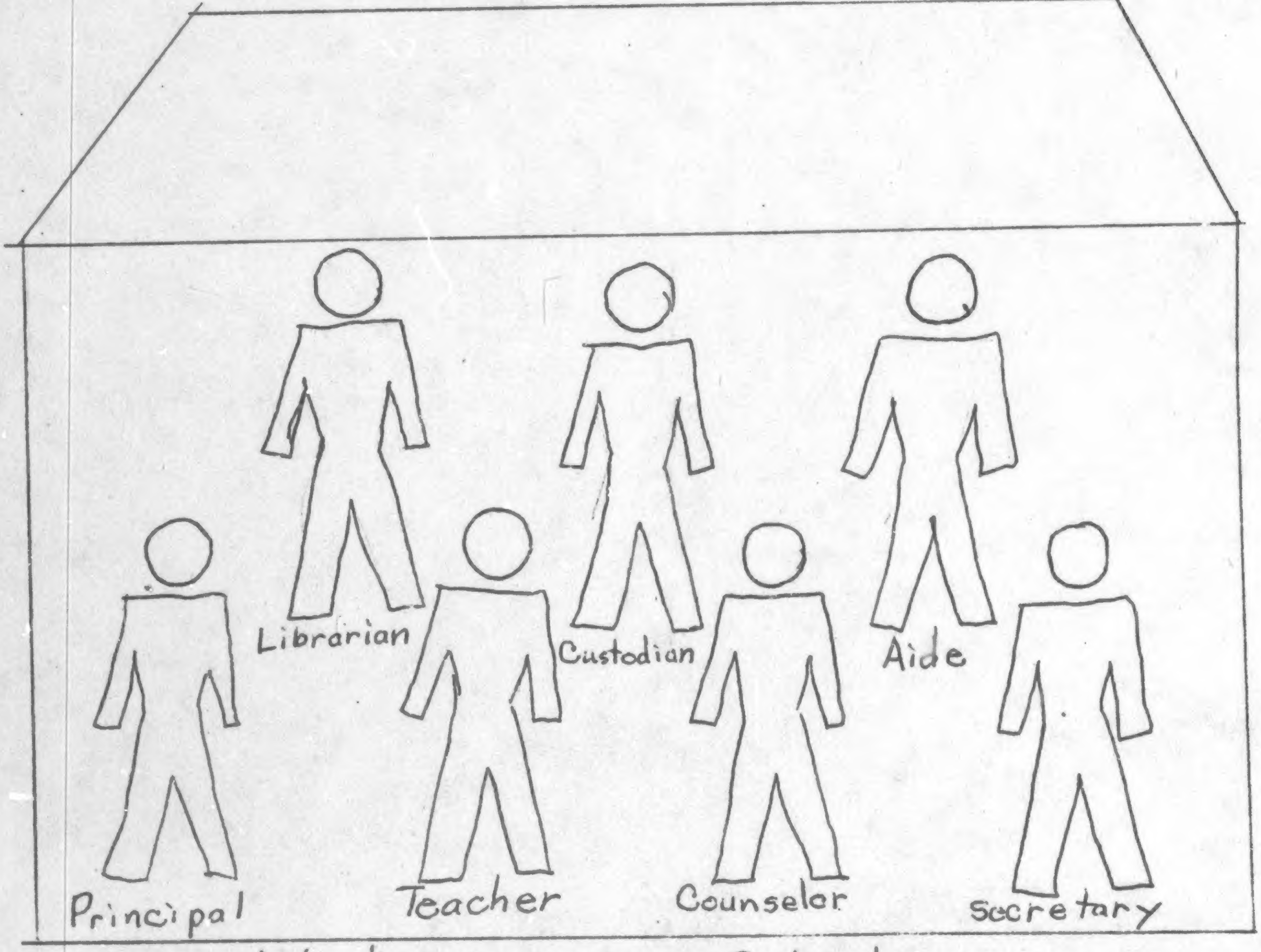
A VISIT TO THE SUPERMARKET

Appendix D.

Bulletin board
Grade Two

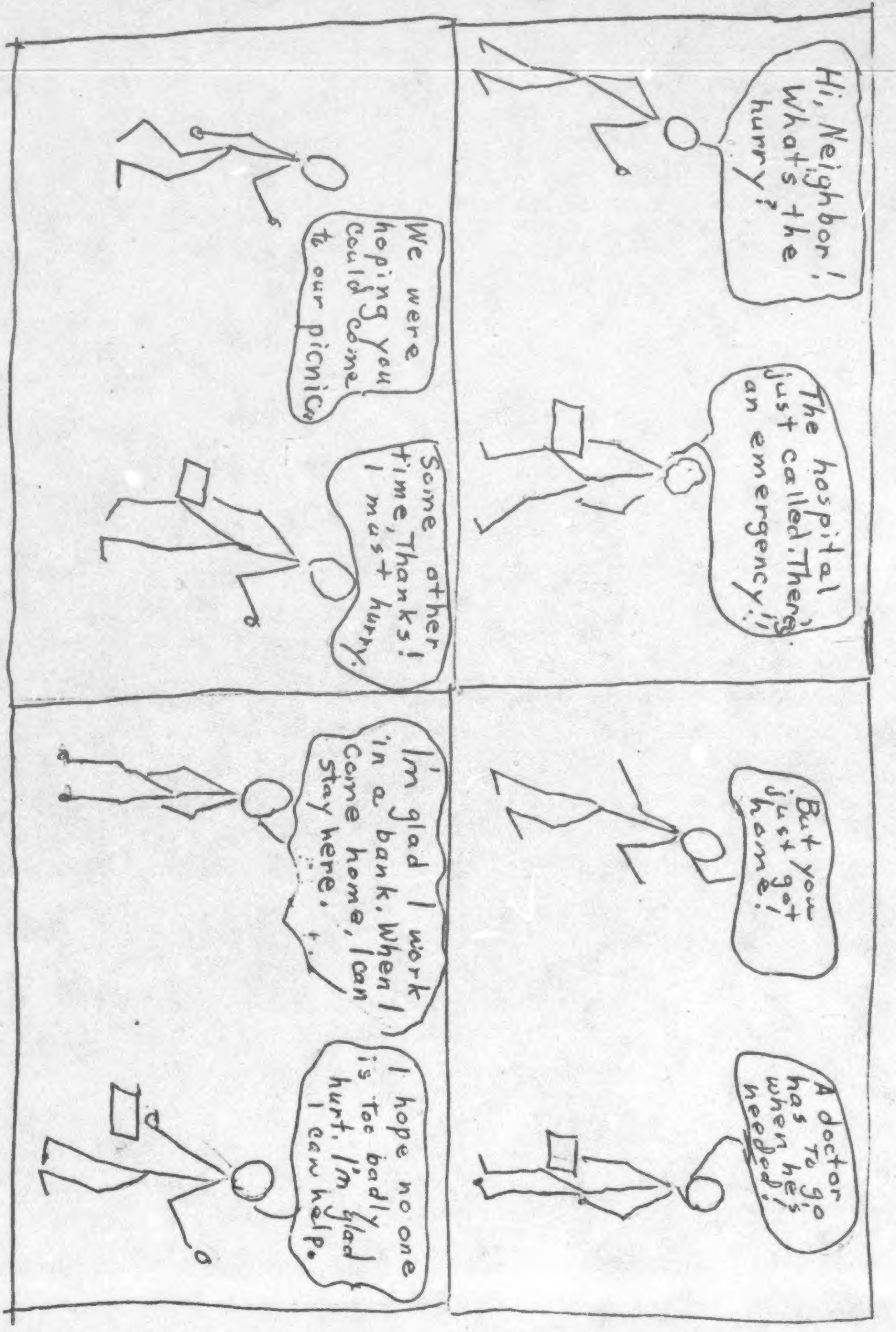

IT TAKES ALL KINDS!
or THE WORLD of WORKERS,

Appendix E.


Librarian
Custodian
Aide
Principal
Teacher
Counselor
Secretary

Workers in Our School

Appendix F


Hi, Neighbor! Whats the hurry?
The hospital just called. There's an emergency!!
But you just got home!
A doctor has to go when he's needed!
We were hoping you could come to our picnic.
Some other time, Thanks! I must hurry.
I'm glad I work in a bank. When I come home, I can stay here.
I hope no one is too badly hurt. I'm glad I can help.

APPENDIX G

GRADE TWO

Career Awareness - Related books and materials in Lincoln Elementary School Library

Miller, Lisa. Sound (Coward-McCann, Inc., 1965).

Podendorf, Illa. The True Book of Sounds We Hear (Children's Press, 1955).

Chace, Haile. The Pilot of a Plane (Melmont Publishers, Inc.).

Hoffman, Elaine. About Helpers Who Work at Night (Melmont Publishers, Inc., 1963).

Newman, Shirley. About People Who Run Your City (Melmont Publishers, Inc., 1963).

Radlauer, Keith. Fathers at Work (Melmont Publishers, Inc., 1958).

Rossonando, Frederick. Earning Money (Franklin-Watts, Inc., 1967).

McClosky, Robert. Make Way for Ducklings (Viking Press, 1941).

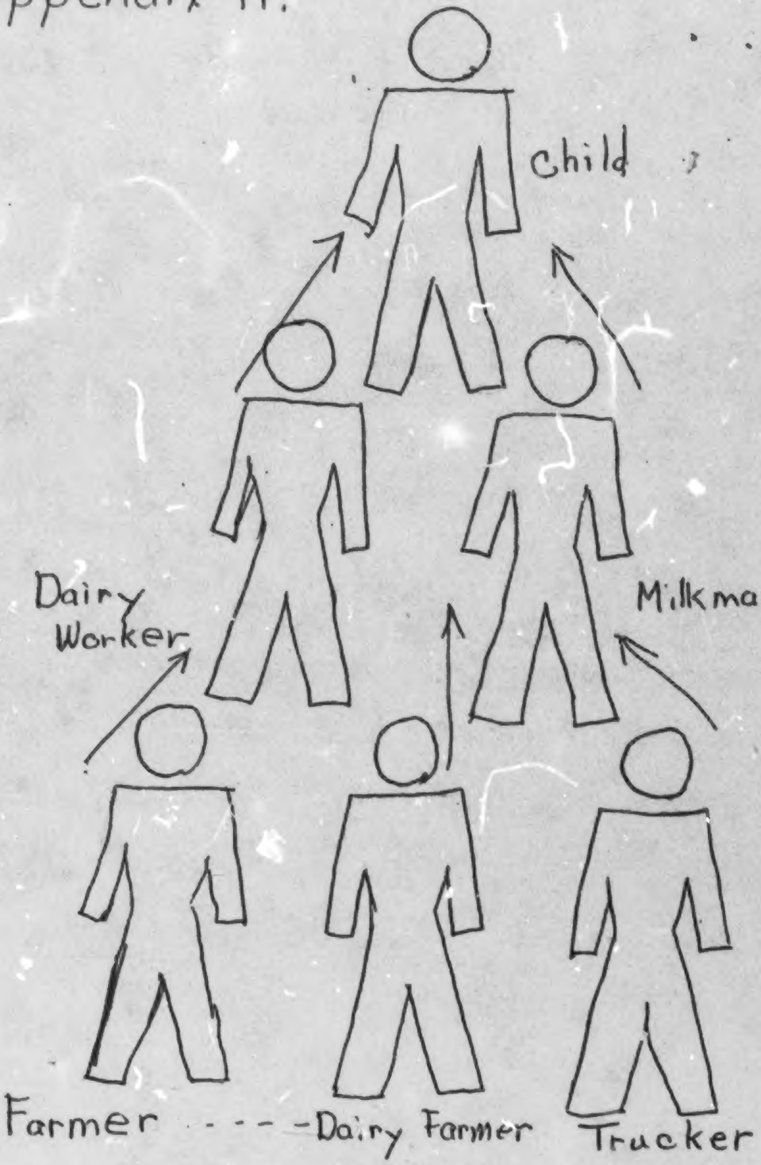
Green, Carla. I Want to Be Series (Children's Press, 1960).
I Want to Be A Nurse
Telephone Operator
Pilot
Truck Driver
Policeman
Space Pilot
Carpenter
Teacher
Storekeeper
Postman
Bus Driver
Road Builder
Scientist
Zoo Keeper
Train Engineer
Airplane Hostess
Animal Doctor
Librarian
Mechanic

Picture Story Study Print Set, (Society for Visual Education, Inc.).

Postal Helper, Fire Department Helpers, Police Department Helpers, Dairy Helpers.

Brown, Margaret Wise, The Summer Noisy Book (Harper and Row, 1951).

Appendix H.


Child
Dairy Worker
Milkman
Farmer ----Dairy Farmer
Trucker

Bulletin Board Idea -- Grade Two.

Use for other job families. Always have child at apex.

APPENDIX I

GRADE TWO

MUSIC

MAKING MUSIC YOUR OWN-2

Silver-Burdett Company

RECORDS

COTTON NEEDS PICKING	PAGE 6
CRAWFISH MAN	PAGE 139
SHEEP SHEARING	PAGE 110
WHO BUILT THE ARK	PAGE 104
MUSIC ROUND THE TOWN (1955)	PAGES 13-37
Follett Publishing Company	
MUSIC IN OUR TOWN (1956)	PAGES 70-101
Silver-Burdett Company	

Song Tune - (Here We Go Round the Mulberry Bush)

Peabody Language Development Kit
Teacher's Manual - Level 2 - pages 155-156.

APPENDIX J

GRADE TWO

POETRY RELATED TO UNITS STUDIED -

SOURCE: SOUND OF POETRY - Austin and Mills (1963) Allyn and Bacon, Inc.

AUTOMOBILE MECHANICS	Dorothy Baruch	Page 103
THE WORKSHOP	Aileen Fisher	Page 104
THE LAWN MOWER	Dorothy Baruch	Page 104
THE PEOPLE	Elizabeth Madox Roberts	Page 130
PEOPLE	Lois Lenski	Page 130

POEMS RELATED TO OCCUPATIONS - Pages 135-155, inclusive

POEMS RELATED TO TRANSPORTATION - Pages 160-181, inclusive

APPENDIX K

GRADE TWO

GAMES AND ACTIVITIES

RIDDLES

WHO AM I?

Pupils make their own riddles.
Choose an occupation. Tell four things about the worker. Others in class guess the answers.

NURSERY RHYMES

Pupils guess what occupation referred to----

THE HOUSE THAT JACK BUILT (Carpenter)
MARY, MARY, QUITE CONTRARY (Gardener)
SING A SONG OF SIXPENCE (Maid, King, Queen)
OLD KING COLE (Musicians)
HOT CROSS BUNS (Baker)
OLD MACDONALD HAD A FARM (Farmers)

Children may have fun trying to make more riddles.

IDENTIFICATIONS- WHO AM I?

Child says -- I am a worker.
I work in a ______________________.
I wear ___________________________.
I drive a ________________________.
Who am I? ________________________.

Children make their own riddles, give their own clues.

IDENTIFICATIONS

Cards with pictures of tools for various occupations.
Cards with names of occupations.
Matching game. Two or more could play.

SERVICES OR GOODS

Children may think of a worker to represent. Then say, "I am a doctor. Do I give you goods or services?" Call on another child. If he answers correctly, he may have a turn.

Matching occupations - clothing - tools - (See Peabody Language Development Kits) Level 1 - pages 8-9.

CAREER QUIZ GAME

The teacher will give the class a word representing a natural resource. The students will name occupations involved with the resource.

Example

Teacher, "tree"

Student, "logger, nursery man, truck driver, carpenter, furniture man."

This could be varied by using any noun - and having children give occupations related to the word.

APPENDIX K

JOB FAMILY GAME

Child may say, "I am a principal. I need someone to be in my job family!" Another child may volunteer, "I am a teacher, I will be in your job family." Try to get several workers for each family. (This type of game correlates well with language arts: complete sentences, enunciation, etc.)

GAME.....JOB FAMILIES

One child may say, "I am a doctor." He will call on a child in the class, who must reply by naming a worker who belongs to the same job family.

If he answers correctly, he gets a turn. Let all children have turns.

EXAMPLES:

Doctor-nurse
Milkman-trucker
Principal-teacher
Policeman-highway patrol
Pilot-stewardess
Baker-grocery man
Newscaster-camera man

OCCUPATIONS GAMES

Nicknames for Occupations:

Mechanic - grease monkey
Policeman - cop
Dishwasher - pearl diver
Singer - crooner
Tunnel worker - sandhog

Children may think of others.

DEFINITIONS FOR OCCUPATIONS

An oyster-boxer is not one who boxes oysters, but rather, one who puts oysters in boxes.

A bone crusher is not a professional boxer, but one who crushes animal bones for glue in a glue factory.

A baby sitter is not one who sits on babies, but one who cares for children when the parents are away.

A grease monkey is not a monkey made of grease, but rather, a mechanic.

A night watchman does not watch the night, but rather is one who guards our streets to see that all is well.

Children may make other definitions to add to the list, as the unit study progresses. (This idea adapted from OCCUPATIONAL INFORMATION IN THE ELEMENTARY SCHOOLS, by Willa Norris. Science Research Associates, Publishers)

APPENDIX L

GRADE TWO

ORIGINAL SONGS

To the tune of "Yankee Doodle"

Mailman:
I'm the man who brings your mail,
    I serve you every day.
The pack I carry on my back
    Is heavy, I must say.

I'm the mailman, big and strong
    I walk miles, rain or shine.
I carry mail the whole day long.
    I like my job just fine.

Counselor:
I'm the lady down the hall,
    I'm everybody's friend.
I talk to students big and small,
    From morning till day's end.

I like to spread the word around,
    That we should all be happy.
The way to do that, I have found,
    Is not to act so "sappy."

Newscaster:
You see my picture on T.V.
    I bring all the news to you.
The local news and sports you see,
    And world-wide stories, too.

Every day I'm on the air,
    My voice is nice and clear.
I have to speak distinctly,
    So that everyone can hear.

Help the students make other verses.

Think about your day! Make a list of ten items for each column.

Hear	See	Smell	Taste	Touch
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Evaluation for Unit on Environment.

Appendix M.

APPENDIX N

Sample letter to a classroom speaker.

Name of school.

Dear ______________:

We would like to thank you for planning to visit with us on __(date)____ in order to tell us about your work. Our purpose is to help children become aware of the many career opportunities and the attitudes necessary for success.

It will help if you plan you presentation to answer questions such as the following:

1. What do you do in your job?
2. What activities are included in your working day?
3. Do you need special tools or equipment?
4. What kind of training or education are necessary for your work?
5. Do you need special skills?
6. Do you need the communication skills (reading, writing, speaking) in your work?
7. Do you need to cooperate with others in your work?
8. Do you enjoy your work? Why?

Please bring any visual aids (tools, uniforms, etc.).
We are looking forward to your visit.

Cordially,

____
(Name of teacher)

THIRD GRADE

INTRODUCTION

The career education program is divided into two parts: "Self-Awareness" and "The World of Work in Our Community".

The Self-Awareness portion should be started right away in the fall. Initial introduction should be one week. The activities after that can be carried on throughout the remainder of the year.

The World of Work has been organized around the study of our community, with the same areas being studied. This unit is planned to cover a period of three weeks. The program is written in such a manner that many activities are suggested. It is not expected that each teacher carry out all of these activities. Rather, the teacher will need to choose those activities which will work best in the classroom, and which she has the materials for. The supplementary materials listed are excellent, if they are available.

An additional list of suggested activities is included in Appendix H. The teacher may choose from these the ones she wishes to incorporate into the study. Many of these can be correlated with other subject areas.

THIRD GRADE

SELF-AWARENESS I

CONCEPT:

Each child needs to learn about himself as part of preparation for the world of work.

TEACHER OBJECTIVES:

To give each student a sense of his own uniqueness and an awareness of the uniqueness of others around him.

To help children discover that their emotional life is a valid area for exploration.

To develop the child's awareness of his feelings.

BEHAVIORAL OBJECTIVES:

Each student will list how he is alike and how he is different from his classmates in five different ways.

ACTIVITIES	REFERENCES AND MATERIALS
1. Have the pupils fill out an information sheet telling all about themselves. Ask each child to bring to school six or eight pictures of himself and his family from his birth until now. Use these pictures to make a "Getting to Know You" bulletin board. One child is featured each week. Along with the pictures, include the child's information sheet, "A Story About Me."	1. A Story About Me - Appendix A
2. Pupils talk about things they might have wondered about.	2. Focus on Self Development Stage One - Awareness SRA Manual p. 14

3.	Show filmstrip and listen to some of the things that children like themselves sometimes wonder about.	3.	SRA FS: Sometimes I Wonder
4.	Discuss things they wonder about and then make a summary statement such as, "This year we will listen to stories, look at photographs, and watch filmstrips and then we will talk about them or make up stories of our own. Maybe we can find out more about some of the things we wonder about ourselves, about others, and about things around us. We will see how we are alike and how we are different from each other.		
5.	The students may use scales, mirrors, and tape measures to arrive at conclusions regarding differences in height, weight, hair color, and skin color. They may also make a hand print or a foot print and then compare these prints with those of classmates and conclude that each of them is different.		
6.	Have books available on differences in people. The class may read these on their own.	6.	Ideas and Images A Nice Place to Visit p. 125-133 The Invitation p. 226-234 Fun All Around Surprise for Mrs. Goose p. 8-16 Treat Shop Angleworm's on Toast p. 23-31 Peacock Lane Pippi Finds a Spink p. 23-31
7.	Unit C - Emotional Self "Today we are going to see a filmstrip that is about something that all of us have. At the end of it there will be a little song that we can learn and sing along.	7.	SRA Manual p. 28 SRA FS: Circle of Feelings

8.	Class may read on their own.	8.	Ideas and Images The Crystal Flask p. 275-282
9.	Discussion questions.	9.	SRA Manual p. 34.
10.	Facial expressions. The class might practice making faces to indicate their expressions when they feel certain ways - for example, happy, sad, angry, afraid, and proud. Other pupils guess the feeling being expressed. They may also observe their own expressions in a mirror.		
11.	Story telling with puppets. Pupil uses a puppet to tell the class a story about someone who is sad, happy, afraid, etc. "________is so happy today. It is a holiday and he is going to play with his friends all day long."	11.	Refer to Puppetry Handbook
12.	Role play such things as: watching a parade, finding an injured animal, getting a new dress or a new toy, winning a game, going to a dentist, getting pushed or shoved.		
13.	Each student will make an "All About Me" booklet. Include in it some pictures and all open-end sentences, such as these: Most of the time I feel_____. I am happy when ____________. I am sad when_______________. I am afraid when____________. Feelings are________________. Sometimes I can tell how you feel by_______________________. Sometimes you can tell how I feel by my__________________. Someone hurt my feelings when they________________________.	13.	Booklet materials.

14.	Art. Pupils draw self-portraits indicating the facial expressions that they think they have most of the time. Put these in their "All About Me" booklets.	14.	Art supplies. "All About Me" booklet
15.	Photoboards for discussion, role playing, writing short paragraphs, etc. 3, 7, 8, 9, 10, 11, 12, 13, 29, 37.	15.	SRA photoboards
16.	Begin a vocabulary chart. Joyful, cheerful, sorrowful, timid.	16.	Vocabulary chart.
17.	Bulletin Board: "I Have Feelings" using pictures from magazines and newspapers to show people displaying various emotions.	17.	Pictures.
18.	Group Art: Begin a "Happiness Is_____" or a "Sadness Is_____" booklet, with each person drawing a contribution to illustrate a situation that might be characterized as happy or sad.	18.	Booklet materials.
19.	Sing the song "Happiness" Words and music by Clark Gesner		
20.	As a means of getting acquainted with other members of the classroom, the class should be divided into groups of four. This group will remain the same for most of the activity sheet and record their findings.	20.	Dimensions of Personality "What About Me" Unit I, Activity I "This Group"
21.	In order for the students to realize their own individuality, stress the importance of		

being themselves. Ask each student to close his eyes and then read: "You are one of a kind. Nobody else in the world is exactly like you. You are special. You have a special place in the lives of people around you. Now, suppose you had never been born. How would your family be different? What would be missing from their lives? What are some of the things that would never have been bought? How would your classroom and your neighborhood be different without you? You are a special person. There's only one you. You probably mean more than you know to the people who know you well." After the reading, have the students tell how things would be different if they weren't around.

22. Play the game, "Help Your Kamian." Draw the imaginary planet of Kamia on the board and explain that on this planet the people all look alike, but they can change their looks and look like anyone they want to. They want to know more about earth, so they would like to take the places of the students in the class. They are going to have trouble acting like the students. They know people are different here and like different things. To find out just what you like so they can take your place, they need some answers to questions, "What do you like for a snack when you watch

	TV? What do you say when you're very happy? Where do you go when you want to be alone? What person do you most like to play with?		
23.	As a means of expressing their feeling, play "A Game of Pretend."	23.	Dimensions of Personality Unit III, Activity I "A Game of Pretend"
24.	Have the students draw faces to show feelings of joy, anger, worry, and fear. Use these faces as a mask for role-playing, etc.	24.	Art materials.
25.	Add "emotion" to vocabulary chart.	25.	Vocabulary chart.
26.	Discuss fear and how every person is afraid of something. Try to distinguish between things we should fear, and fears which are of some fantasy. Have one child tell how he became less frightened of something.		
27.	Have the class read a story about fears.	27.	From Eight to Nine A Not-So-Good Surprise p. 50-55
28.	Each child should be given some insight into his own negative feelings so he can learn to control them. Each child is asked to name his degree of irritation in certain situations.	28.	Dimensions of Personality Unit V, Activities I and II "Getting Mad" "Candy Time"
29.	Act out situations of feeling mean. Growl and bark like a mean dog. Walk and growl like a mad bear. Walk and roar like an angry gorilla. Walk and snarl like the fierce lion.		

30. Have books for children to read.	30. From Eight to Nine What is the Matter with Patty? p. 60-63 What to do About Angry Feelings? p. 64-65
31. As a means of developing some type of self-concept, have each member of the class look at themselves in a mirror and ask, "Would I like to meet that person?" Have them decide what there is about them that a person would really like. Is there something they should change so that people will like them even better? How can they change themselves?	
32. Evaluation.	32. See Appendix B.

THIRD GRADE

SELF-AWARENESS II

CONCEPT:

Effective communication helps people cooperate and work well together.

TEACHER OBJECTIVES:

To help the child become aware of himself as a social being.

To develop skill in problem solving.

To help the child realize the value and desireability of, and frequently the necessity for, sharing and cooperation.

To help the child identify problems and to determine and weigh the consequences of possible solutions, particularly in terms of how certain solutions will affect others.

To help pupils become more sensitive to their environment, to other people, to behavior and attitudes, and to factors that lead to problems.

To stimulate pupils to think about possible causes for what people say and do.

BEHAVIORAL OBJECTIVES:

Each student will take part in role-playing a situation in which a problem is presented and solved.

ACTIVITIES	REFERENCES AND MATERIALS
1. Unit D - Social Self Recorded story: Lonesome Ben Today we are going to hear a story about a little boy named Ben. Listen to see if the things that happened to him have ever happened to you.	1. SRA Manual p. 38 SRA record: Lonesome Ben
2. Follow the record with the discussion questions.	2. SRA manual p. 39-40.

3. Role play the situation.	
4. Books for the class to read.	4. Ideas and Images Someone for Maria p. 155-161
5. Pupils may compile a list or draw pictures of the people they talk to or have some dealings with during a week. The list might consist of such people as family members, teacher, schoolmates, principal, counselor, nurse, dentist, doctor, clergyman, postman, bus driver, store clerk, ice-cream man, policeman, and the neighbors. Discuss the type of relationship with family members, a strictly business relationship, and a helping relationship. Add the list or pictures to their "All About Me" booklet.	
6. Photoboards for discussion. 4, 7, 8, 9, 11, 14, 18, 19.	6. SRA photoboards.
7. Open end sentences to be added to booklet: Being with people is________. People are________________. Being alone is______________. I am lonely when____________. I like to be with people when ____________________________. I don't like to be with people when________________________.	7. "All About Me" booklet.
8. Divide the class into groups of four or five. Choose one in the group to be the leader. He is responsible for seeing everyone gets a turn, etc. Place the following questions on the board and have each group discuss each question on their own. What hurts your feelings? When don't you want friends?	

	What do you do when you don't have any friends? How do you make-up with your friend after a fight? What do you like to do with your friends? What do you like to do alone? What don't you like your friends to do? What can your friends do that you would like to be able to do?		
9.	Given a list of several classmates, the student will write one to three sentences describing the most valuable personal attribute of each classmate as he perceives them. He will then compare his opinions with those of his classmates.		
10.	Art: Draw pictures of people who are important to them or whom they like to be with.	10.	Art materials
11.	Books for the class to read.	11.	Little Town - Hader Nothing to Do - Hoban
12.	Sociometry: Administer a sociometric test to obtain a preliminary evaluation of the pupil's feelings toward each other.	12.	Sociometric test. Use the Sociometric Instrument of J.R. Barclay (1966) found in the counseling section of this guide.
13.	Unit L. Unique Qualities photoboard 26: A group of boys are playing on climbing bars. One boy stands looking on. Show the class the picture and have an open discussion or "buzz groups" to talk about it. Relate it to their own experiences.	13.	SRA Manual p. 92 Photoboard 26
	Photoboard 27: Same boy is playing alone with a pet guinea pig. Open or buzz discussion.		Photoboard 27
	Photoboard 28: Same boy is actively participating in a lively classroom game. Discuss.		Photoboard 28

14. Record: Pupils can hear the boy in the photoboards talk about himself. Pupils may follow this by talking about themselves as individuals.	14. SRA manual p. 94 SRA record: Side 6, band 1 Something About Me
15. Class may read books and stories and watch filmstrips on their own telling about similar problems.	15. FS: New Pupil AV 103650 From Eight to Nine Left Out p. 15-21 I Should Have Stayed in Bed - Lexau Little Blue and LIttle Yellow - Lionni Tico and the Golden Wings - Lionni Crow Boy - Yashima
16. Unit M. Problem Solving Process Pupils and teacher are to supply their own content: a current, unsolved problem of concern to the class as a whole. Examples may be: running in the hallways, playing on the grass during recess, noisiness when the teacher is out of the room, saying unkind things to classmates, copying from other's work, bothering others while the teacher is speaking, getting out of seats during class, or various play ground incidents such as pushing, snowball fighting, etc.	16. SRA manual p. 97
17. After the problem has been established, this should be followed with a guide to the problem solving procedure. This may follow these ideas: ...teacher and pupils identify a current common problem. ...together they state the problem as accurately as possible, and they understand and agree to the statement of the problem. ...they discuss possible causes of the problem.	

	...they discuss pros and cons of the various suggested solutions, including their feelings about them. ...they eliminate suggested solutions that are not acceptable. ...they agree to actually try one solution. ...they try the solution agreed upon. ...they evaluate the results of the solution they have tried. ...if the solution is unsatisfactory or if other solutions also seem feasible, they repeat the preceding steps, beginning with step 5, until they agree upon one or several solutions.		
18.	Students should then be shown pictures where problems are present and decide what the problem is, etc. The following photoboards may be used as problems: 12, 13, 14, 15, 17, 22, 23, 24, 25, 26, 29, 30, 31, 32, 33, 34.	18.	SRA Photoboards
19.	Students should read about problems and approach them with a problem solving attitude.	19.	From Eight to Nine What Do You Think? p. 88-89 p. 146-147
20.	Open-end sentences for their booklet: One problem I wish the class would talk about is________. If I never had problems, I ___________________________. One problem I solved is____. Problems that aren't solved __________________________. A problem I haven't solved is_________________________.	20.	"All About Me" booklet
21.	Observing and listing problems: Have the class observe certain problems they hear about on the news and in the community. Later you may develop "Problem-		

. Solving Buzz Groups" to take one of the problems and discuss it. After a designated time, the pupils can act out the solutions to the problem.	
22. Students may listen to problems on records and attempt to solve the problems.	22. SRA record: Side 6, bands 2, 3, and 4.
23. Have books for the class to read about problems.	23. Tom and the Two Handles - Hoban Bad Trouble in Miss Alcorn's Class - Rothschild
24. Unit N: Needs and Interests of Others. Sharing - Role playing. Class is given the following situation: Two children are arguing because each wants to watch a different television show. As they continue to squabble, a parent walks in on the scene. Pupils then volunteer to play the roles of the children and the parent. They may use puppets or role-play directly. Follow this with a discussion on being fair, taking turns, sharing.	24. SRA manual p. 105
25. Class listens to actual sharing situations. Follow the record with a discussion of these typical incidents.	25. SRA manual p. 108. SRA record Side 7, bands 1, 2, and 3.
26. Class will discuss what they should share at home, what they should share at school, and what things not to share.	
27. Group discussion, role-playing, or writing brief paragraphs may follow the viewing of photoboards: 4, 6, 11, 13, 14, 19, 20, 34, 35, 40.	27. SRA Photoboards

28. Open-end sentences to be added to their booklet. I don't mind taking turns when__________________. I don't like to take turns when__________________. When I share with others, I feel__________________. Sharing is______________.	28. "All About Me" booklet
29. Have books available for the class to read concerning sharing situations.	29. Ideas and Images Scrambled Eggs p. 194-202 Treat Shop Boss of the Barnyard p. 28-35 Story Carnival Poor Jimmy Smith p. 21-30 Meadow Green The Smiling Smiggles p. 134-140 Jill's Turn at Bat p. 11-17 From Eight to Nine Working Together p. 106-107 Learning to be a Good Sport p. 126-127 A Good Game p. 136-139 Jenny's Adopted Brothers - Averill It's Mine - Bonsall Let's Be Friends - Bryant It's Mine - McKean
30. Unit O: Consequences of Decisions and Their Effects. The class will identify problems and determine and weigh the consequences of possible solutions, particularly in terms of how certain solutions will affect others. They will listen to the record: Andy, A Boy Who Ran Away.	30. SRA manual p. 111 SRA record: Andy, A Boy Who Ran Away
31. Follow the record with discussion questions.	31. SRA manual p. 112
32. Role-play the situation and add an ending as to how you think it will work out.	

33. "Who Cares If_______" game may follow the role playing situation. After a solution has been made, ask who will be affected by this solution. Decide how certain decisions affect others.	
34. Open end sentences for their booklet: I think the biggest thing Andy learned was_________________. If I were a parent and my child ran away, I would_____________. Before you make a decision, you have to think about__________. If I had a problem like Andy's, I would______________________.	34. "All About Me" booklet
35. Photoboards for discussion: 5, 11, 15, 17, 22, 30, 31, 36, and 37.	35. SRA Photoboards
36. Books related to the subject for pupils to read on their own.	36. A Baby Sister for Frances - Hoban Horton Hatches an Egg - Dr. Suess
37. Unit P: Factors Which Influence Behavior and Attitudes. Show the class a filmstrip. Precede the showing by asking the class if any of them have ever been lost, and if so, how they felt.	37. SRA manual p. 115 SRA FS: Judy's Ups and Downs
38. Follow the filmstrip with a discussion.	38. SRA manual p. 122
39. Role play the story of Judy, providing various endings to the story.	
40. Photoboards for group discussion, role play, or for writing brief paragraphs. 13, 17, 22, 23, 24, 26, 29, 30, 32, 33.	40. SRA photoboards

41.	Open end sentences: I always make up my own mind about____________________. If I had my choice, I would___. When I can't do something, I_________________________________. It is hard for me to make a decision about_______________. Talking about a problem is ___. One problem I have I still can't solve is_____________________.	41.	"All About Me" Booklet
42.	Have books for the class to read on their own.	42.	*Elf Owl* - Buff *Ideas and Images* Make Him Smile p. 173-180 *From Eight to Nine* Cathy Ann's Problem p. 118-121
43.	Unit R: Causes of Behavior. Pupils need to think about possible causes for what people say and do. They need to use their imagination and reasoning skills to accomplish this. Tell the class that they will hear some story endings. The pupils will then need to think about the actions that might have preceded the endings.	43.	SRA Manual p. 132 SRA Record: Do You Know What Happened? Side 8, band 2
44.	Follow the listening with a discussion.	44.	SRA Manual p. 133
45.	Give the class additional endings. They may discuss or act out possible stories or events that might have led up to the outcomes.	45.	SRA Manual p. 134
46.	Photoboards depict various endings of situations. Pupils think of events that led up to the outcomes shown. 7,8,10,13,17,22,26,29,30, 32,34,36.	46.	SRA photoboards

47.	Sentence completion for their booklet. ____________helps. ____________tomorrow. ____________over. ____________bad. ____________good. ____________me. ____________together.	47.	"All About Me" booklet
48.	Discuss their favorite TV program and how they can be predicted in many cases.		
49.	Write "New Fairy Tales". Using the last lines from fairy tale classics, the pupils make up their own stories to go with these endings.		
50.	Book for the class to read.	50.	A Pocketful of Cricket - Caudill

THIRD GRADE

SELF-AWARENESS III

CONCEPT:

Individual differences determine a person's choice of occupations.

TEACHER OBJECTIVES:

To help the child think about other people as individuals.

To help the child realize that each person sees things differently according to their own viewpoint or frame of reference.

BEHAVIORAL OBJECTIVES:

Each child will take part in a role playing situation in which a problem is presented and two points of view are shown as related to the problem.

ACTIVITIES	REFERENCES AND MATERIALS
1. Unit Q: Behavior and Attitudes "I am going to have you listen to a record today which shows how there are two points of view to many things."	1. SRA manual p. 126 SRA record Side 8, band 1
2. Follow the record with questions for discussion.	2. SRA manual p. 127-128
3. Role play the situation with possible changes. Follow the initial role play with another role play on what will happen the next day when the two girls meet.	
4. Use photoboards to discuss how each person in the photo sees the situation. 13, 22, 23, 24, 26, 29, 30, 32, and 33.	4. SRA photoboards

5.	Open-end sentences for booklet. When somebody shouts at me, I ____________. When I feel angry inside, I ____________. When I feel good inside, I ____________. The best thing to do after a fight is ____________. When somebody is nice to me, I ____________. An argument might turn into a fight if you ____________.	5.	"All About Me" booklet
6.	Class may read books on their own.	6.	The Picnic - Daugherty The Happy Lion and the Bear - Fatio
7.	Students need to realize their ability to change and to make decisions, to determine, in part, their own future. Have students bring to class pictures of how they looked a few years ago and how they have changed up to now.	7.	Dimensions of Personality Unit VII - Becoming Me
8.	To know that we do have different feelings at different times, have the class respond to the sentences below:	8.	Dimensions of Personality Unit VII - Different Me's

What does the (Lazy me) say about (Saturday morning) ____________.
(ambitious me) (a math test)
(silly me) (tree climbing)
(serious me) (watching TV)

9.	To highlight some of the major topics of Stage One of Focus on Self-Development, present both part I and part II of the filmstrip, "Sometimes I Wonder". Follow part I with a review and brief discussion. Introduce part II by asking, "Have you learned anything about some of these things you wondered about last fall?" Discuss and then show part II.	9.	SRA Manual p. 137 SRA FS: Sometimes I Wonder Parts I and II

10.	The teacher should find some pictures in magazines of what she at one time wanted to be. Show these to the class and explain that your plans for the future were an important part of you. Ask them to look through some magazines to find pictures of people doing two jobs they would like to do. Paste these pictures on a sheet labeled, "Will this Be Me?" Post this sheet in the classroom and in a few weeks see if their conceptions of themselves as grownups have changed. Later add this sheet to their own booklets. Along with it, have them write a paragraph on "What I Hope to Be."	10.	Pictures from magazines. "All About Me" booklet
11.	As a class, read a book on possible occupations.	11.	What Will I Be From A to Z - Gelb
12.	Evaluation.	12.	See Appendix C

THIRD GRADE

COMMUNITY

CONCEPT:

Environment influences choice of work.

TEACHER OBJECTIVE:

To develop a better understanding of their city, e.g., which areas are industrial, residential, and downtown; the natural resources in the city, and the variety of occupations available.

To develop greater interest in the city as reflected in greater information seeking.

BEHAVIORAL OBJECTIVES:

The student will define what a community is.

The student will list three kinds of communities.

The student will locate their own community on state and national maps.

ACTIVITIES	REFERENCES AND MATERIALS
1. Define what a community is: A community is a place where people live and work together. A community is made up of neighborhoods, each of which may have some features of its own. Show filmstrip to the whole class.	1. Filmstrip from AV Cities Are People 104317
2. Find your city on a state and national map.	2. State and national map
3. Discuss the various kinds of communities. Research in books. Students preview filmstrip on their own and later give reports to the class on their findings.	3. Filmstrip from AV: Living in a Town 103797 A Family Shopping Trip 103782 Living in a City 103712 Here is the City 103710 Problems of the City 103713

	Working in the City 103714 Different Neighborhoods 103787 In and Out of Neighborhood 103788 Neighborhood Workers 103789 Robbie's Neighborhood 103791 Books: You and the Community Communities of the U.S. p. 13-24 Other Community Needs p. 88-89 Communities and Social Needs Communities of Today p. 5-12 In City, Town, and Country All Together p. 140-141 We Look Around Us The World Works p. 120-129 Greenfield and Far Places Main Street in Greenfield p. 19-24 A City Neighborhood p. 190-193
4. Make a bulletin board of the various kinds of communities. Get pictures from the local Chamber of Commerce.	4. Bulletin board materials.
5. Discuss the nationalities represented in our classroom and community. Locate the nations on the map. Read about people of other nationalities.	5. Ideas and Images The Invitaion p. 226-234 A Nice Place to Visit p. 125-133
6. Compare the size of our city with the size of other cities and towns in the trade area. Discuss how we depend on each other.	6. Maps of surrounding area.
7. Begin a map of the community. Make it as large as possible. The base should be divided into blocks. All objects on it should be movable. Add to it as each area is studied. Stress the importance of city planning before actual building takes place.	7. Large cardboard or wood base.
8. Show filmstrip on city problems.	8. Filmstrips from AV: City Problems 104318 People Solve Problems 104319
9. Evaluation	9. See Appendix D

THIRD GRADE

THE WORLD OF WORK

CONCEPTS:

There is dignity in work.

Some workers produce services; others produce goods.

People in the family, community, and world depend on each other.

Observing people at work enlarges the child's general knowledge of occupations.

Leisure time activities may influence career choice.

There are relationships in job families.

TEACHER OBJECTIVES:

To develop the concept of looking at jobs related to interests.

To develop the concept of "job families."

To make the child aware of the wide variety of jobs, ranging from the occupations of his family to those of city workers.

To develop the concept that people we know work to help others, protect others, and fix or make things for others.

BEHAVIORAL OBJECTIVES:

The student will give the requirements for two job positions.

Each student will list the existences of ten occupations and professions.

Each student will role-play lead-in activities involved in jobs (applying for work, doing the work, etc.)

Given a list of workers, the students will arrange them into two groups: Workers who give services, and workers who produce goods.

ACTIVITIES	REFERENCES AND MATERIALS
1. Students discuss and begin listing jobs in our town. Add to the list whenever a child comes up with a new job.	

2. The students should realize that each and every person has a place in the community. Each student is an important part of his home. All persons in their home have jobs they are responsible for. Discuss what some of their responsibilities at home are.	
3. The teacher may ask the students to recall the last time they were assigned a job to do at home which they liked. Discuss: How did I feel when I was working? How did I feel when I was finished? Discuss dignity in work by leading the students to recognize the pride one feels in doing a job well.	
4. Begin a "Workers Chart" Include in this chart a list of the workers found in each field. Start with "Workers at Home." You may give a brief description of the job if desired.	4. Workers Chart
5. Have filmstrips available for pupils preview which show various home jobs.	5. Filmstrips from AV: Helping Each Other at Home 103625 Making Your Neighborhood Better 103646 Our Family to the Rescue 103741 Keeping Busy 103740 Jim's Family 103783 Janet Helps Mother 103636 Happy Family 103851 Mother Cares for the Family 103734 Helping Mother and the Family 103739
6. Perhaps the most important job in each family is the fathers. Have each student tell where his father works and what he does. Students may interview their fathers about their jobs to find out more. Encourage	6. See Appendix E The teacher should use these interviews to help her set up field trips and class visits by the parents.

the parents to allow the child to spend some time with them while on their job. Add the fathers places of work to the map.	City map
7. Have filmstrips for the classes previewing.	7. Filmstrips from AV: Working in Our Community 103801 Where Do Our Daddies Work 103693 Working in Our Town 103697 Fathers Works for Family 103732 Family Helpers 103781
8. Add the residential district to the large map.	8. Map
9. Begin a "Workers Equipment" bulletin board. Put as many actual things on it as possible. Make others in life size duplicate. Add to the bulletin board throughout the unit.	9. Bulletin Board.
10. Besides our jobs at home, we have important jobs to do at school. Some people have jobs which bring them to our school. Show filmstrips on school helpers, etc.	10. Filmstrips from AV: Our Job in School 103657 School Helpers 103852
11. Add list of school workers to chart.	11. Workers Chart.
12. Secure flat pictures for viewing.	12. Pictures from AV: School Friends and Helpers 400080
13. Have some of the school workers come into the classroom and tell about their jobs. Possibilities could be: Principal, secretary, custodians, aides, milkman, lunch, man, etc.	13. Resource persons.
14. Begin a scrapbook of workers. Include pictures and articles on various jobs discussed. Add to it as the unit progresses.	14. Scrapbook materials

15. Conduct a poll of neighborhood workers and compile results to be used in later study.	15. Interview - Appendix E
16. Begin a discussion of jobs available in the city. Decide what some of the needs of the city are, and how these needs are satisfied.	
17. HEALTH AND SAFETY PROTECTION Children name as many occupations associated with health as they can and tell something about the occupation. Research and find other health-related occupations. Add list of Safety Workers to the chart.	17. Workers Chart
18. Visit a dentist and find out about his educational requirements, experience, equipment, etc.	18. See Field Trip Guide
19. Show a film on the doctor. Have a doctor visit the classroom and bring his "tools" with him to show the class. Have flat pictures for viewing.	19. Film and Pictures from AV: The Doctor 000133 Hospital Helpers 400072 Resource person
20. Visit an optometrist.	20. Field Trip
21. Put on a puppet play of health workers and how they help us.	21. Puppets
22. Show related filmstrips.	22. Filmstrips from AV: Our Neighborhood Optometrist 103817 People Who Work for Our Health 103660 The Doctor 103809 Health Helpers 101259 Keeping People Healthy 104322 Quiet Please 104323

23.	Have the class read a health poem.	23.	Sound of Poetry The Dentist p. 142.
24.	Add Health worker to the scrapbook.	24.	Scrapbook
25.	Have books available for the classes reading.	25.	You and the Community Keeping People Well p. 165-172 Greenfield and Far Away Keeping Well and Safe p. 57-92
26.	Begin a mobile of workers. Add one person from each area as it is studied.	26.	Mobile - health worker - school worker
27.	Discuss how our safety is taken care of in the city.		
28.	Take a field trip to the police station or have a policeman come and visit the classroom.	28.	Field trip or resource person
29.	Have flat pictures for viewing or for use on a bulletin board.	29.	Pictures from AV: Police Dept. Helpers 400078 Fire Dept. Helpers 400071
30.	Visit the fire station. Relate fire safety to our Junior Fire Marshall Program.	30.	Field trip
31.	Class may preview related filmstrips.	31.	Filmstrips from AV: The Firehouse 103615 Your Fire Department 103699 How our Cities Enforce the Law 103631 The Policeman 103812 The Fireman 103810 The Fireman 103804 The Policeman 103806 Safety Helpers 102672 Water Watchers 104320 Fire! 104321

32.	Have related books available for the classes reading.	32.	You and the Community Protecting Us from Danger p. 161-164 In City, Town, and Country Protecting People and Property Too Much Water p. 66-72 Your Community Fire Dept. p. 103 Your Town and Mine Tom Visits the Dept. of Sanitation p. 197-198 Rusty Chooses the Safety Dept. p. 199 Bill Visits the Fire Dept. p. 200-201 Greenfield and Far Away Taxes Pay for Policemen p. 74-78 Taxes Pay for Firemen p. 79-92
33.	Poems related to our safety.	33.	Sound of Poetry P's the Proud Policeman p. 135 Bobby Blue p. 135 My Policeman p. 136 I'm the Police Cop Man, I Am p. 204
34.	Mobile of workers.	34.	Mobile - safety workers
35.	Add safety worker to scrapbook.	35.	Scrapbook materials
36.	Add hospital or clinic, police station, and fire station to the city map.	36.	Map
37.	TRANSPORTATION What kinds of transportation are used in our community? Trucks - Have the class list all the goods shipped by truck that they can think of. Invite one of the truck driver daddies to talk to the class about his job. If possible, have him bring his truck to school to let them see it up close.	37.	Resource person.
38.	Have flat pictures to show.	38.	Pictures from AV: Moving Goods for People in the City 400075
39.	Buses - Discuss our need for buses, how we use them,	39.	Field trip

	and who is involved with the buses. Visit the bus depot.		
40.	Airports - Discuss the terminal, what is available, who works at the terminal, what they do. If possible, visit the terminal or else have a pilot, stewardess, or ticket agent come and speak to the class.	40.	Field trip or resource person.
41.	Use the flat pictures for viewing.	41.	Pictures from AV: How People Travel in the City 400073
42.	Act out a situation where a person will take a trip. Have him purchase a ticket, and go through the entire trip until he reaches his destination. Include as many jobs as nessessary for him to get to where he is going.		
43.	Have related filmstrips for the classes viewing.	43.	Filmstrips from AV: Trucks Work for Us 103679 Airport Workers 103705 Community Airport 103706 Airports and Airplanes 103596 Seeing the Airport 103666 Going Places 104324
44.	Have books available for the class to read for research.	44.	You and the Community Your Communication and Transportation p. 124-128 Communities and Social Needs Transportation and Communication p.63-70 In City, Town, and Country In and Out of Metropolis p.30-35 Transportation Brings Communities Together p. 167-174 Working Together How We Travel p. 125-164 We Look Around Us Exploring Transportation p.75-84 Greenfield and Far Away To and From Greenfield p. 94-103

45. Add to the list of workers.	45. Workers chart - transportation workers
46. Add to the mobile.	46. Mobile - Transportation worker.
47. Add to scrapbook.	47. Scrapbook
48. Add an airport and bus terminal to the city map.	48. Map
49. COMMUNICATION List the different means of commication in our local community.	
50. Telephone - Have a telephone installer or repairman visit the school. He should bring his truck and tools for the class to see.	50. Resource person.
51. Radio and Television - Show photographs of newsmen getting stories. Write a story about what is happening. Have a television reporter come and speak to the class about his job. If possible, visit the television station at the vocational school.	51. Field trip or resource person
52. Newspapers - Discuss what our newspaper tells us. How they get their information, what they do with their information, etc. How do we get the news paper at our homes? Possibly visit a print shop.	52. Field trip
53. Print a newspaper for the class. Include reporters, an editor, assistant editor, type set men, advertising agents, etc.	
54. The students may play the role of a roving reporter in his	

	neighborhood and write a newspaper column on "Jobs People Do". On the basis of his interviews with workers in his immediate environment the student will write a paragraph entitled "I Want to be a______."		
55.	Writing Want Ads - Student writes an ad for a position in the area of work he likes to do. This should be similar to those in local newspapers. Ads may be written from standpoint of either employer or employee. Ads may be found similar to those in the area of work they are interested in. Another way to handle this is for the child to apply for a job in his own classroom stating why he feels he is qualified, etc.		
56.	Show related filmstrips on communication.	56.	Filmstrip from AV: People Who Work While You Sleep 103661 The Mailman 103811 The Postman 103807
57.	Have books available for the class to read on their own.	57.	You and the Community Communication Today p. 112-117 Communities and Social Needs How Do People Get the News? p. 66-70 Working Together How We Send and Receive Messages p. 165-190 We Look Around Us Exploring Communication p.173-192 Greenfield and Far Away News in Greenfields Newspaper p.104-111 Getting News by Telephone p. 121-125
58.	Add communication workers list to workers chart.	58.	Workers chart - communication workers
59.	Add communication worker to mobile.	59.	Mobile - communication worker

60. Add to scrapbook.	60. Scrapbook - Communication worker
61. Add newspaper, post office, radio and television station to the city map.	61. Map.
62. INDUSTRY AND BUSINESS Stress that we need industries for production, consumption, and distribution. What are some Sioux Falls industries?	
63. List some industries our parents work for.	
64. Visit appropriate floors at Morrell's.	64. Field trip.
65. Act out a factory assembly line. Make or put together some product which calls for a number of persons working together. To help understand the cooperation necessary in working on an assembly line, have the students make a sandwich using the assembly line approach. 1. Takes bread from package. 2. Puts on butter. 3. Adds the mayonnaise or mustard. 4. Adds one slice of meat. 5. Adds a slice of cheese. 6. Adds lettuce. 7. Adds the last slice of bread. 8. Cuts the bread in half. 9. Cuts the bread in fourths. 10. Arranges the bread on a plate.	
66. Discuss how products get from the factory to the stores, to our home. Relate this to transportation and communication.	
67. Visit a local business, such as a motel or a furniture store.	67. Field trip

	Stress occupations employed and the dependence there is on other people.		
68.	Have books available for the classes reading.	68.	Your Town and Mine What We Can Buy on Main Street p. 8-40 Where We Get Our___p. 42-67 You and The Community Places to Shop p. 57-58 In City, Town, and Country Other Parts of Greater Metropolis p. 26-29 Farmington Business Center p. 112-113 Greenfield and Far Away Shopping in a Dept. Store p. 48-50
69.	Add a list of industry workers and a list of business workers to the chart.	69.	Workers chart - industry worker - business worker
70.	Add business man and a factory man to the mobile.	70.	Mobile - business and factory workers.
71.	Add to scrapbook.	71.	Scrapbook - Business and factory workers.
72.	Add a factory and at least three or four businesses to the city map.	72.	Map.
73.	GOVERNMENT Who makes the rules for our community? Why do we need them?		
74.	Take a field trip to city hall and county court house to see our government in action. Talk to as many city officials as possible.	74.	Field trip.
75.	Have books available to the class on city government.	75.	You and the Community Government at Work p. 148-155 Communities and Social Needs Community Government p. 71-74
76.	Add a list of government workers to the workers chart.	76.	Workers chart - government worker

77. Put city mayor or other official on mobile.	77. Mobile - city official
78. Add to scrapbook.	78. Scrapbook - government workers
79. Add the county court house and city hall to the city map.	79. Map
80. RECREATIONAL NEEDS Name and locate the city parks on a map.	80. Sioux Falls map
81. Discuss other recreational facilities, their location, what they offer, how they are financed.	
82. Relate recreational jobs to city planning.	
83. Show related recreational filmstrips.	83. Filmstrips from AV: What Shall We Do Now 104325 People, People Everywhere 104326 Where the Action Is 104327
84. Have books available for reading by the class.	84. You and the Community Places for Fun p.193-195 Communities and Social Needs How Do Communities Use Water and Land for Fun? p. 10-11 In City, Town, and Country In Forest Park p. 36-40 Places to Enjoy that Help You Learn p. 94-95 Greenfield and Far Away Work and Fun in the City p.194-198
85. Add a list of recreational workers to the chart.	85. Workers chart - recreational workers.
86. Add a park department employee to the mobile.	86. Mobile - Park Dept. Employee
87. Add to scrapbook	87. Scrapbook - Park Dept. Employee
88. Add two parks to the city map.	88. Map

89. Everything should be added to the map to have a complete city. Decide if it is acceptable to have things placed as they are or if some moving has to be done.	
90. Evaluation	90. Appendix F or Appendix G

APPENDIX A

A STORY ABOUT ME

My name is________________________________.

I am____________________years old.

I have________________brothers and__________sisters.

I like to collect______________________________.

The television program I like best is____________________.

My favorite book is______________________________.

When I grow up I want to be__________________________.

My Daddy works________________________________.

My Mommy works________________________________.

My best friend is_______________________________.

I wonder about________________________________.

The food I like best is___________________________.

If I had two wishes, I would wish______________________

____.

I am good at__________________________________.

APPENDIX B

THIRD GRADE

SELF-AWARENESS EVALUATION

PUPILS FORM

Name____.

List five ways you are like the other people in your classroom.

1.____.

2.____.

3.____.

4.____.

5.____.

List five ways you are different from the other people in your room.

1.____.

2.____.

3.____.

4.____.

5.____.

APPENDIX C

THIRD GRADE

SELF-AWARENESS EVALUATION

A portion of the self-awareness program will be teacher evaluated. These questions will guide her in that evaluation.

1. Are the students learning to cooperate?
2. Are the students growing in self-confidence?
3. Are the students developing inquiring and exploring attitudes?
4. Have students learned new words?
5. Are pupils gaining facility in vocabulary?
6. Do children understand the meaning of the vocabulary presented?
7. Did the pupils ask questions freely?
8. Are students practicing critical thinking and problem solving skills?
9. Are pupils developing good listening habits?
10. Are the children beginning to see the difference between fact and fantasy?
11. Did the members of the class show interest in class discussion?
12. Did the children enjoy the learning activities?
13. Do the children participate in role-playing and dramatizations?
14. Are the students able to work in small groups?
15. Was there evidence shown of respect for group leaders?
16. Are the pupils able to work with large groups?
17. Do pupils' play habits reflect their pleasure of working together?

APPENDIX D

THIRD GRADE

EVALUATION - COMMUNITY

Name____.

What is a community?____

____.

List three kinds of communities.______________________________,

__________________________________, and________________________________.

Draw a map of South Dakota and make a star to show where the city of Sioux Falls is located. Use the bottom of this page for the map.

APPENDIX E

FATHER INTERVIEW

WHAT IS A JOB?

Interview your father about his job. These questions may help you in finding out some important things.

1. Where do you work?____________________
2. What is the name of your job?____________________
3. What are some of your duties?____________________
4. Do you work indoors or outdoors?____________________
5. Do you work mainly with people, things, or ideas?__________
6. How did you prepare for your job? (education and training)________
   ____
7. What school subjects have been most useful to you?__________
   ____
8. What are some of your working conditions?______________
   ____
9. What are some things you like about your job?______________
   ____
10. What are some things you dislike about your job?____________
    ____
11. How long have you had your job?____________________
12. If you could have a different job, what would you like to do?_____
    ____
13. Is there anything about your work which the children in our class would enjoy seeing? (pictures, uniforms, tools etc.)__________

Could you provide any of these for our class?______________________

14. Would the students benefit from a field trip to your place of employment?___________________Comments_____________________________

15. Would you be able to come and talk to our class about your work?____

APPENDIX F

THIRD GRADE

SUGGESTED EVALUATION - WORLD OF WORK

Name____

If I would want to become a truck driver, what would I have to know?

If I would want to become a television reporter, what would I have to know to get the job?____________________________________

List ten occupations or professions you can think of.

Below is a list of workers. Put them under the correct heading, according to what they supply to our neighborhood.

airplane pilot - baker - doctor - farmer - grocer - ice-cream maker
librarian - milkman - nurse - policeman - teacher - reporter

Producer of Goods	Producer of Services

APPENDIX G

THIRD GRADE

SUGGESTED EVALUATION - WORLD OF WORK

The teacher will want to watch for indications of class growth, or lack of growth, throughout the year regarding attitudes toward, and understanding of the world of work. This may, in part, be accomplished through making anecdotal records of specific incidents which occur in the classroom pointing out ways to improve and upgrade the program.

The teacher will also want to evaluate individual growth in specific ways of occupational learning. The following activities are suggested ways of estimating the progress of each child in understanding the working world.

1. Both at the beginning of the year and at the end of the school year, the children may list all the occupations they remember. The two lists may be compared for each child, thus giving the teacher some indication of the child's awareness of occupations.

Name____

List all the occupations you can remember:

2. The teacher may develop a matching exercise of some of the workers which were studied during the year. The description of the occupations will need to be kept simple but worded so that there is a clear distinction between various types of occupations.

Name ______________________________

Below are two lists. List A is a list of occupations. List B is a description of the job. Match the occupation in List A to the description in List B. Put the correct letter of the description in the blank before the occupation.

List A	List B
1. ______secretary	A. helps keep our city safe
2. ______milkman	B. sells products to people
3. ______nurse	C. delivers things to our door
4. ______telephone repairman	D. works on poles and in houses
5. ______fireman	E. takes care of animals
6. ______policeman	F. helps us on airplane rides
7. ______stewardess	G. answers the telephone, types letters, takes messages.
8. ______reporter	H. helps us when we don't feel well at school.
9. ______business man	
10. ______zoo keeper	I. drives a truck to someone who is having trouble.
	J. gets the news as it happens

3.. The teacher may list a job family in random order along with an occupation which does not belong to the job family. She will want to ask children who included occupations which do not belong why they included them in the job family. The child may have a very logical explanation for his response which could indicate that he does have a grasp of job groupings.

Name____

Below are lists of job families. Next to each job family is a list of workers. Two of the workers belong to the job family, one worker does not belong. Draw a line through the worker which does not belong to the job family.

SCHOOL WORKERS -	nurse	teacher	carpenter
HEALTH WORKERS -	engineer	dentist	nurse
SAFETY WORKERS -	sales clerk	fireman	policeman
TRANSPORTATION WORKERS -	pilot	doctor	truck driver
COMMUNICATION WORKERS -	mailman	reporter	construction worker

THIRD GRADE

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APPENDIX H

ADDITIONAL SUGGESTED ACTIVITIES

Given pictures of children of different sex and race, the student will choose one as a fictional "New Classmate" and write a short paragraph describing personality and attitudinal traits which would make this child a good class member.

Space Capsule - Students bury capsule containing "What I Want to Be". They do this at the beginning of the school year and dig it up at the end of the year.

Occupational Dictionary - Each child chooses the occupation he is interested in. The child then researches this interest by using books, filmstrips, etc. Then he creates a page with any information that he wishes to share about his occupation. All of the pages are then combined to make a class book or dictionary.

The student will select one of the four language skills (reading, writing, listening, speaking) and construct a tree with branches denoting occupations in which this skill is very important.

Draw a picture of a worker in the center of a paper. Surround him with pictures of tools this worker would use.

Compose a 4 line poem about a job. Center it around each letter of the alphabet.
A is for____________________(four lines)
B is for____________________(four lines) etc.

Peep Show - The peep show is made in a shoe box. You will need one with a removable lid that can be replaced. The background is painted and the objects positioned in the box. A small peep hole is cut in the side in front of the scene. The top has a hinged slot for light. The child could put the "worker" in natural environment. For example, forest ranger in forest, actor on stage, etc.

Puppet Boards - Have each child lay on a large sheet of paper and trace his outline. Cut a circle out for their head. Have each child paint their occupational choice on the paper. Children hold the paper over the front of their body and stick their head through hole. An excellent dramatic device to use with shy children.

After viewing movies of colonial life, students will identify goods and services no longer in demand and occupations no longer performed. Students will then discuss how today's demand for goods and services can affect job opportunities.

Given a wall display of posters depicting various tools, the students will (a) identify the tool (b) match the tool to the job for which it may be used (c) match the tool to items made with it (d) match the tool with a worker, and (e) identify which tools are hand operated or mechanically operated.

The class may cut out pictures of tools and then the rest of the class has to guess what kinds of workers use it.

Make a series of bulletin boards showing the amount of education required for various jobs. "Eighth Grade", "High School", "Vocational School", "College", "Special Training". The students may add pictures to the appropriate bulletin boards.

One weeks spelling lesson may be devoted to job titles.

After a study of early American life, the student will identify various customs and traditions of the period, and show through role play how they affected work.

After listening to taped or recorded songs and dances of the early American period, the student will discuss how these songs and dances aided the people of this period with their work.

Through films, filmstrips, slides, transparencies, or a visit to a museum, the student will make a study of the work activities carried on by the early American Indians and by the pioneers. The student will then paint a series of paired pictures showing a comparison of work activities (building of a home, farming, cooking) in the early American period with work activities today.

After viewing films and filmstrips showing Indian and pioneer work activities, the student will participate in musical games and dances typical of those popular at the time of the work activity (raindance, husking bee, barn raising, quilting bee, etc.)

Students may construct a mural from magazine pictures that illustrate various occupations, services, and products.

Math - After participating in various activities using place value representing money values (dimes and pennies) the student will be able to play the "Work Salary Game".
Materials: Large chart with pictoral items and prices, or real items with prices attached. Pictoral job cards with salaries attached for each job (washing dishes - 50¢).
Procedure: Each player examines the real items or item chart selecting an article to be purchased. Players will pretend to work in order to

purchase what they want by drawing three work cards from a pile of job cards. Then each student will determine which job pays the salary he needs to purchase his goods. The selected job and salary will be matched to the item price. If the player cannot purchase, he will wait another turn. If the player has the exact price or more, he will tell why the job and salary were selected and how he added the purchase.

Given patterns of geometric shapes, (circles, rectangles, triangles, squares) the student will (a) make models of workers using geometric shapes, (b) identify the models by the types of work done, and (c) make number stories about the workers.

Math - The student will identify elements which belong to a subset by participation in the "Job Family Game".
Materials: A set of 30 or more cards each of which shows a worker; a set of 10 or more large circular cards showing names of job families.
Procedure: Cards are dealt to 5 or 6 students and are left facedown. One large job family card is selected. Proceeding to the right, each player turns over his top card and places it on the job family card if the worker shown is a member of that job family. The player continues until all cards have been turned up. The player who has the smaller number of cards left at the end of the game is the winner.

Make a display area and have a worker of the week or month and have the children bring in information, materials, or equipment about that worker.

Have the children bring a "Mommy or Daddy Bag". This bag can have an article or articles which describes their parents work. This can be a show and tell activity.

Make flash cards with occupations listed on the front. One occupation per card. One card may have the word policeman on the front. On the back write a question about the job, location, or classify it. Possible classifications might be: labor, white collar, service, farmer, and armed forces.

Place a card with an occupation on it somewhere in the room. Give the children a week to find it. Then on Friday ask information about it. Each week put up a different occupation.

Occupation bingo can be played very easily with any age group. Each child can make a bingo card by folding a square of paper into sixteen squares. They can fill in one of the squares with a free mark. Ask the children to fill in fifteen of the squares with occupations or tools of the occupation. You also can make a list. Call off the names on your list and if they have one that matches they can cross it off. If they get a row of marks they can call "Bingo". This game can be varied by the teacher to fit her classroom.

Cut rectangular pieces of paper 3" x 4" (or any size fitted to your own situation). Divide each of the papers in half by cutting in various patterns. Cut each piece into a different pattern so that only those two halves could fit together. On one half draw a hat or piece of equipment of a worker. The other half will contain the worker or else the name of the worker. The children are to trade among each other but no one may communicate verbally. All trading is to be done is silence. The first two to match their halves wins. At the end of the exercise, ask each student to write a short paragraph discussing the importance of cooperation and communication in the work situation.

Concentration Game - Fill pockets on a board with various occupations. There will be two of each kind, and play it as a regular concentration game. You could use several job attitudes in the pockets.

Ask each child to select a partner. Have each list all the positive or "Good" things about the other. Let each child read his list to his partner.

Games in the nature of the old fashioned "Spelldown" can be devised to acquaint students with some occupations. The teacher or one of the students can read a description of an occupation or describe the tools which are used in an occupation, and the students may be asked to identify the occupation on the basis of the information which has been devised.

GRADE FOUR

INTRODUCTION

The CASES program in the elementary grades consists of two parts, self-awareness and career-awareness. The self-awareness program is planned to be initiated as near the beginning of the school year as possible. The career-awareness, which relates to the work world, was written to be used in conjunction with the existing Sioux Falls Social Studies curriculum. It is suggested that the career-awareness units be continued over a three or four week block of time. The teacher is not expected to use all the activities and materials in the guide. They are intended as suggested activities for a career-awareness program. The concepts can be integrated into units in the present curriculum.

GRADE FOUR

SELF AWARENESS

CONCEPT:

Each child has mental, emotional, social, and physical likenesses and differences.
Each child learns behavior from groups in which he interacts.
Each child has abilities and limitations.
Positive attitudes of one's self, other people, and work are important to success.

BEHAVIORAL OBJECTIVES:

Each child will list four ways he is like his peers.
Each child will list four ways he is different from his peers.
Each child will list three groups to which he belongs.
Each child will list four things he does well.
Each child will list four things he doesn't do well.
Each child will write a goal he has set.

ACTIVITIES	REFERENCES AND MATERIALS
INTRODUCTION	
1. The teacher might talk briefly about the stories, photoboards and activities that will be about children and things that happen to them. There will be opportunities for expression of feelings and thoughts as they discover more about themselves and about each other.	1. Focus on Self-Development Stage Two: Responding Science Research Associates, Inc., 1971.
2. Filmstrip: "A Big Secret." The teacher might introduce the filmstrip by telling the children that someone has a secret. Ask them to listen to find out what the secret is. Follow with discussion.	2. Filmstrip: "A Big Secret," Focus: Responding. Introduction. Discussion questions. Manual p. 22.
3. Other related activities that the teacher may include:	3. Responding, SRA, Inc. 1971. Manual p. 23.

.	A. Open-end sentences may be used for discussion, individual conferences, topics for drawings, or for writing paragraphs. B. Photoboards or pictures may be used to stimulate discussions. C. The Me I Know book or pupil made folders or booklets may be used as a continuous activity. Have the children make pictures of themselves doing something.		A. Some ways I respond to people I like are ______ Some ways I respond to people I don't like are ______ One thing I would like the class to do this year is ______ One thing I would like to understand about other people this year is ______ One thing I would like to find out about my environment is ______ B. Photoboards or pictures of people responding with both positive and negative responses. C. The Me I Know book or paper for folders or booklets.
4.	Have the children draw pictures of themselves. Discuss the pictures and how they might make them look more like the people they stand for. (life size drawings) Divide the class into groups to organize themselves for making the life size drawings.	4.	Limbacher, Walter J. Dimensions of Personality-Here I Am, Dayton, Ohio, George A. Pflaum Publishers, 1969. Chapter 1.
5.	The teacher may distribute a set of first grade textbooks. Have the children study the book and discuss what they find.	5.	First grade textbooks.
6.	Read and discuss, "Getting to Know Myself."	6.	Here I Am. Chapter 1.
7.	Have the students complete a "Time Capsule-About Me." When they finish seal them and save for use later in the year.	7.	Name ______ My Height ______ ft. ______ in. My Weight ______ lbs. My best friend ______ The thing I worry about most: ______ My favorite food ______ My favorite song ______ The person I admire most: ______ My favorite color: ______

My favorite TV program:
____
What I want to be when I grow up:____________________
The latest thing I have learned to do in math:__________
My newest friend__________
The thing I want most_______
My favorite game:__________
The last time I was really scared:________________

8. Administer the SRA inventory "What I Like to Do." Explain the different areas of interests on the inventory. Have the children score and complete the profile sheet. Also have them make a copy of the profile to keep for reference and evaluation.

8. Thorpe, Louis P. and others. "What I Like To Do." Science Research Associates, 1954.

9. Have two sixth grade boys recite a poem for the class. The first boy should forget and be unable to finish. Embarrased he should make a few false tries, fail and stomp from the room. The second boy will enter later, and recite the poem perfectly. Simply introduce the first boy and tell the class he will recite a poem. After he leaves in a rage have the students answer these questions.

   What color was---shirt?
   What color were his pants?
   Were his shoes tied?
   Did he wear glasses?
   What color was his hair?
   What color were his socks?
   How did he feel when he left the room?
   How did he feel when he began to recite?

As soon as the students have answered the questions call him back in. The students then check their answers. Now ask the next boy in to recite the same poem. He finishes without

any mistakes and leaves happy. Have the students answer the same questions. Call him back so the students may check their answers. Discuss if they noticed any improvement and why. Explain then that one can become more aware of people and things. Just as they can become aware of things happening in the mind.	
10. Read and discuss, "Knowing I'm Alive."	10. Here I Am. Chapter 2.
FEELINGS	
11. Record: "A Very Important Question." The teacher may introduce the record by asking the students to listen to a very important question. Follow with discussion.	11. Record: "A Very Important Question" Unit A: Self Concept Responding, SRA. Manual pp. 26-28.
12. Other activities the teacher might include: A. "Who Am I" is a game where the students write what they think is important about themselves. Then have someone draw out one and read what they have written and read the description and guess who is being described. If they guess incorrectly the class may offer suggestions.	12. Responding, SRA Manual p. 28
B. Open-end sentences may be used for writing, drawing, discussions, or conferences.	B. When I think about myself, the first thing I think of is___ When I'm with other people, I usually act___________ When we'er learning something new in class, I feel_______ because_______ When I get very mad, what I do is__________ The thing I like best about myself is_____________
C. To help the children recognize their own special characteristics have them list the names of five people they know well. After each name have them write a sentence that tells something about that person. Then have them add their names to the list and describe something special about themselves. Discuss the similarities.	

D. Pupil of the Week. Each week a pupil may be picked in an objective manner to be "Pupil of the Week." His name and picture and important information about him will be put on a bulletin board and he will be given special tasks. Each child will have a turn.	
E. Each week a few minutes may be set aside for the children to think about themselves. Then have each child write something he had learned about himself. They may share this with the class if they wish. The teacher may also participate.	
F. Photoboards or pictures may be used relating to self-concept. They may be used for role-playing, class discussions, or writing paragraphs.	F. Photoboards or pictures.
G. *The Me I Know* book or pupil booklets may be added too. Have the children show what they like and don't like about themselves and what they're doing about the things they don't like.	G. *The Me I Know* book or pupil booklets
13. Bring pine-scented aerosol air-freshener to class. Ask the students to close their eyes and cover their ears with their fingers to block out sound. Spray the pine scent around the room. Ask them to open their eyes and uncover their ears. Ask if anyone noticed anything while their head was down. When they say they noticed pine, ask how. Did they see its green color? Did they feel its needles? Did they hear the wind blowing? Does the pine remind you of anything? Do these memories make you feel happy? sad? contented? Ask the students if they can name other senses.	13. *Here I Am*. Chapter 3.

14.	Ask the students to extend their arms straight out from the shoulders. Tell them to close their eyes. Then touch the tip of the nose with the end of the index finger. Our muscles tell us the location of the finger and the nose, and their relationship in space. We know without looking precisely where these things are.	14.	Here I Am. Chapter 3
15.	Read and discuss, "How Do I Know Its Morning."	15.	Here I Am. Chapter 3.
16.	Filmstrip: "Circle of Feelings." The teacher may introduce this filmstrip by telling students that the filmstrip is about something we all have. Follow with discussion.	16.	Filmstrip: "Circle of Feelings." Focus on Self-Development, Stage One: Awareness, SRA, 1971.
17.	The teacher may use the open-end sentences for discussion, conferences, topics for drawings, or for writing paragraphs.	17.	Most of the time I feel______ I am happy when______________ I am sad when________________ I am afraid when_____________ Feelings are_________________ Sometimes I can tell how you feel by__________________ Sometimes I can tell how I feel by____________________
18.	The class may make illustrations titled, "Happiness Is..." or "Sadness Is..."	18.	Drawing paper, crayons, markers or paints.
19.	Read and discuss, "My Feelings Are Real." Use the spirit master #2 to initiate a discussion of emotion.	19.	Here I Am. Chapter 4.
20.	Have the class survey itself. The students will measure height, look at each other to discover hair color and texture, eye color, and the like. Divide the class into five groups. Give each group a special assignment. Have each group contribute to the master survey. Allow the groups to organize themselves unless they ask for help.	20.	Here I Am. Chapter 5.

21. Read and discuss, "The Body *I Inherited.*"	21. Here I Am. Chapter 5.

PEER RELATIONSHIP

22. Divide the class into groups. Ask everyone to listen carefully. As you read the story of identical twins seperated at an early age. This activity tries to show children that people are formed not only by their heredity but also by environment. (Spirit master #3) After they have listened to the story, pass out discussion questions to each group.	22. Here I Am. Spirit master #3.
23. Read and discuss, "The World Around Me."	23. Here I Am. Chapter 6.
24. Record The teacher might introduce this by showing a photoboard of children of several special cultural groups. The record is of what each was saying. Each child is speaking for himself, not for his whole group.	24. Record Unit H: Cultural Differences Responding, SRA.Manual pp. 84-87.
25. Other activities might include: A. Open-end sentences may be used for discussions, conferences, drawings, or writing paragraphs. B. The pupils might bring objects related to their culture and tell about them. The teacher might also bring in objects to identify. A classroom display could be assembled. C. The teacher might play records of various kinds of music. Music contributions of various cultures may be discussed. D. The teacher and pupils may plan to bring in different foods for sampling. E. Photoboards or pictures related to cultural differences may be used for discussions, role-playing, or writing paragraphs.	25. Responding, SRA A. The person on the record I am most like is__________ The person on the record I would like to know more about is__________ My favorite holiday is_____ Besides being an American, I am__________ Something special about my culture is__________ C. Records E. Photoboards or pictures

	F. *The Me I Know* book or pupil booklets may be used too. The children may write about what they would like to know about other people and what they are doing about it. Also how it feels to be with people who are different from them.		F. *The Me I Know* book or pupil booklet..
26.	Ask the student to bring the following pictures: a favorite food a pet he would like to own a car he would like his family to have an object showing his favorite color Let the students compare their pictures. Ask: Why weren't all your selections alike?	26.	*Here I Am*
27.	To show great variety of opinion within a family, tape a large picture of a car to the board. Write the following remarks close to the picture: "With a new car I'll feel safe on long business trips. It probably won't break down out in the middle of nowhere." "Now I'll be able to pass almost anything on the road. The girls will go for it too." "With air-conditioning we'll never have to roll the windows down. My hair-dos won't get all wind-blown." What member of the family is likely to make each of these remarks?	27.	*Here I Am*
28.	Read and discuss, "How Different Are We?"	28.	*Here I Am*. Chapter 7.
29.	Record: "A Knapsack of Interests" The teacher might introduce the record by asking the children if they have heard of anyone who has everything?	29.	Record: "A Knapsack of Interests." Unit B: Interests *Responding*, SRA. Manual p. 31

30. Other related activities the teacher may include: A. Role playing B. Open-end sentences may be used for writing paragraphs, topics for drawings, discussions, or conferences. C. Each child may list his interests and from these the teacher could compile a class list. After discussing the variety of interests, the teacher could point out similar interests on the list. The teacher might bring out that often one's interests are related because some kinds of things appeal to him while others don't. D. The children could bring something they are interested in and explain it to the class. They might tell how they became interested in it.	30. Something that interests me a lot is________________ What I like about__________ is____________________________ If I knew more about it, I might be interested in______ One reason I'm not interested in___________is_____________
E. Photoboards or pictures of situations related to interests may be used for role playing, writing paragraphs, or discussions.	E. Photoboards or pictures.
F. The Me I Know book or pupil booklets may be added too. Have the children express in writing or drawing the things they like and don't like to do. Also have them tell why they don't like to do some things.	F. The Me I Know book or pupil booklet.
G. Guest speakers might be invited in to tell about outstanding interests. These visits could be scheduled throughout the year and could include displays and demonstrations.	G. Resource people.
H. The children might choose an interest they think they will always have and find as many careers as they can that relate to that interest. They might report these to the class. The class could suggest related careers. This is not intended to plan future careers, but to point out the numerous possibilities.	

31.	*Filmstrip:* "The Hardest Thing in the World." The teacher might introduce the filmstrip by asking the children, "Why do you suppose people don't always say what they mean? The story we're going to hear gives some of the reasons."Follow with discussion.	31.	Filmstrip: "The Hardest Thing in the World." Unit K. Honesty Responding, SRA. Manual p. 108
32.	Other activities the teacher might include: A. Role playing parts of people in the story that weren't being themselves- and role playing other ways of handling the situation. B. Open-end sentences might be used as the teacher wishes. C. This list of questions may be given with the explanation that being yourself begins with understanding what you really are. Am I lazy?...always worried?... crabby?...neat?...helpful?... funny?...responsible?...smart? ...kind?...a good sport?... truthful?...impatient?... a crybaby?...friendly?...pretty or handsome?...happy?...Liked by others?...good at games?... fun to play with?...nervous?... special?... Tell the children not to put their names on the paper and answer the questions with yes or no. When finished collect the papers and hand out a new set. This time have the students put their names on the paper before they answer the questions. They keep their papers as reference for discussion. Did you answer the questions the same both times? Discuss why they changed their answers. Will that change what they really are? D. The children might make up a round robin tall tale. Discuss how they would feel if someone told them it was true. Then the children might	32.	Responding, SRA. Manual 110-113 B. When I don't say what I really mean, I feel________________ When I say what I think someone else wants to hear, I feel___ Sometimes, I'd rather not be honest because_______________ When someone isn't honest with me, I feel______________________

write stories that really happened at one time. Read several to the class. Discuss how they would feel if Brian told these stories. Would you feel differently about him than if he told the made up tale?	
E. Photoboards or situations may be used for role playing, discussions, drawings, writing paragraphs, or stories.	E. You're at an amusement park, and everyone wants to ride the roller coaster but you. You're afraid, but you don't want your friends to think you're a "scardy cat." What do you do?
F. *The Me I Know* book or pupil booklets may be added too. They may add a list of times it's hard to be honest with others, and what to do if being honest means hurting someone's feelings.	F. *The Me I Know* book or pupil booklets.

BEHAVIOR

33. The day before you perform this activity write this on the board: Anyone who answers these questions will receive a surprise tomorrow. (Have the class decide on the surprise.) Behavior includes much more than being good, it takes in all that we think, feel, and do.	33. *Here I Am* Chapter 8. Spirit master #4. Who climbed a beanstalk and killed a giant? If a tennis player uses a racket, what does a baseball player use? Name a river in Africa. Name a state without an ocean harbor. If birds have feathers, what do cats have? When the big hand is on four and the little hand is on three, what time is it? Circle the misspelled word: team furgot seem Is China a country, a city, or a state? What do tadpoles turn into? What language do the people of Italy speak?
34. Give the class a surprise spelling test. Have the list include difficult words. After the test ask them how they feel. Why are they showing angry behavior? When they say you are unfair admit the fault. Then ask them about their behavior. How did they act? Could they have helped *showing* their anger? Could they have helped *feeling* their anger?	

35. Discuss reward-punishment training. Have the children hand in the tests. After the children receive their surprise, ask them why they did the exercise. Did they think the surprise would be thrilling? Explain that almost everyone behaves according to the reward-punishment pattern at times. People do many things to avoid punishment or gain a reward.	
36. Read and discuss, "I Always Behave Myself."	36. Here I Am Chapter 8.
37. The class period before this activity hand out several strips of burlap. Ask the student to wrap or tie the burlap around their arms and continue working. Allow each student to have a turn. Ask the pupils how they would feel if they had to sit like that all day. Ask if it would be easy to smile and do their work. Explain that babies learn many habits during their first year. If they are to make a habit of happiness and learning, they must be comfortable. To convince the students emotional discomfort, or anxiety, can be just as uncomfortable announce that at the end of a class period you will call on six people in class to stand and give a speech on a topic you will announce. Pretend to forget about it. When the class is almost over call on six students to give their talks. When the talks are over ask the class how they felt. Were they worried? Explain that "not being sure" can make anyone unhappy and edgy.	37. Burlap strips.
38. Read and discuss, "When I Cried For Help."	38. Here I Am Chapter 9.

SELF IMAGE

39.	Record: "What You Want You'll Get." The teacher might introduce this record by telling the class they will hear a story about getting what you want just by wishing for it. Follow with discussion.	39.	Record: "What You Want You'll Get." Unit D: Goals Responding, SRA.
40.	Other activities the teacher might include: A. Open-end sentences might be used for discussions, conferences, topics for drawing, or writing paragraphs. B. As the children become more aware of themselves they may set goals related to personal development. Time might be set aside to discuss and report on individual progress. Bar graphs showing those reaching their goals could be made. Goals could also be set in academic areas. This could be done on a weekly basis. The class might discuss how goals should be neither too high or too low. They might analyze why some goals were not reached. Then set goals for the next week. C. The following questions might be used for discussions, or for writing stories. a. What if you worked very hard for something and didn't get it? b. What is you wanted something very badly but getting it meant doing something you didn't think was right? c. What if you and your best friend wanted the same thing but only one of you could have it? d. What if you wanted something you didn't think you could get? D. The children could set class goals. They could discuss how to reach them, and make periodic reports, and chart their progress on a graph. If there is a community project going on that they could take part in they could choose one and set goals to support it.	40.	Responding, SRA. A. A goal I'm trying very hard to reach is ________________ A goal I thing everyone should have is ____________________ When I reach a goal, I feel _____________________ When I fail to reach a goal, what I do is____________________

	Progress could be charted on a graph. Revisions may be made when necessary.		
	E. Photoboards or pictures related to goals may be used for discussions, role playing, or writing paragraphs.		E. Photoboards or pictures.
	F. The Me I Know book or pupil booklets may be added too. The children may write about goals they are trying to reach and what they want most of all.		F. The Me I Know book or pupil booklets.
41.	Filmstrip: "I Can Do Something You Can't Do." The teacher might introduce this filmstrip by asking the students if they have heard anyone say, I can do something you can't do. "We'll see what this means to brothers Kevin and Billy." Follow with discussion.	41.	Filmstrip: "I Can Do Something You Can't Do." Unit C: Abilities and Limitations Responding, SRA. Manual p. 36.
42.	Other activites the teacher might include: A. Open-end sentences might be used for discussions, individual conferences, topics for drawings, or for writing paragraphs.	42.	Responding, SRA. A. One thing I'm able to do is________________ Something I've tried and can't do very well is__________ When I can't do something, what I do is____________ Something I think I could do if I tried is____________
	B. The class might discuss the abilities and limitations of physically handicapped people. They might read biographies of such people as, Ludwig von Beethoven, Helen Keller, and Franklin Roosevelt and discuss their accomplishments and how they accepted their handicaps.		B. Responding, SRA. Biographies - library books
	C. The class might read biographies of people with special abilities in various fields and report to the class how they discovered or developed their abilities.		C. Biographies - library books.
	D. Using the list of careers they compiled relating to their		

	interests the children might choose one from this list. Then find someone with this career and interview him to find out what he has to do to be able to do perform his job.		
	E. Photoboards or pictures relating to abilities and limitations might be used for discussions, role playing, or writing paragraphs.		E. Photoboards or pictures
	F. The Me I Know book or pupil booklet may be added too. They may write about things they can do and about what they do or how they feel when they are uncertain about an ability.		F. The Me I Know book or pupil booklet.
	G. Listen to the tape of Crow Boy, a book by Taro Yashima.		G. Listening tape of Crow Boy, Yashima, Taro. New York Viking 1955.
43.	This activity presents the history of two children with different self-images. The activity should be performed on two successive days. On the first day pass out the story of "Steve." On the second day pass out the story of "Margie." Compare the two. Ask: Does anyone know where we got our self-image?	43.	Here I Am Spirit master #4.
44.	Read and discuss, "My Mirrors."	44.	Here I Am Chapter 10.

GROWTH

45.	Give the students the "Time Capsule" they filled out at the beginning of the year. Have the students finish the survey. Remind the students that these are private surveys and they do not have to share any of the information. When they finish they may destroy them, keep them or take them home and talk them over with their parents, as they like.	45.	Time Capsule - activity #7.

46. Read and discuss, "What A Difference A Year Makes."	46. Here I Am Chapter 11.

SELF-AWARENESS - EVALUATION

The evaluation of the fourth grade self-awareness program is mostly subjective. The teacher may evaluate the program by an opinionnaire and by the use of open-end sentences. Throughout the year the teacher will need to observe change and record observations for each student.

The children may complete these open-end sentences:

I feel happy when ______________________________

I feel sad when ______________________________

Most of the time I feel ______________________________

I can tell how you feel by ______________________________

You can tell how I feel by ______________________________

One thing that worries me is ______________________________

When I worry I ______________________________

One goal I'm trying to reach is ______________________________

Someday I'd like to ______________________________

Survey

a. List four ways you are like others.
b. List four ways you are different from others.
c. List four things you do well.
d. List four things you cannot do well.

GRADE FOUR

CAREER AWARENESS

CONCEPT:

Individuals work to satisfy personal, social, and economic needs.

BEHAVIORAL OBJECTIVES:

Each child will be able to write a paragraph about "Why People Work."

Each child will be able to list ten kinds of goods and services provided by workers in this area.

ACTIVITIES	REFERENCES AND MATERIALS
1. View the film "Why Fathers Work." Follow with discussion.	1. "Why Fathers Work" 000560
2. Have the students make individual folders with their inventory profile, lists of careers that related to their interests, and reports of the careers they have investigated. Keep the folders for references and to add additional materials.	2. Paper for individual folders.
3. Have the students make a list of the career names of all their parents. Use this as a spelling list. If the list is too long, several assignments may be made from it.	
4. Have the students make a bulletin board with the title,"Our Parents' Careers." Use illustrations, pictures or photographs with captions such as: Fireman, Fred's Father. Change the board until the careers of every child's parents has been displayed. You may display several at a time.	

5. Have the students make a list of the goods and services provided by our city and the careers related with these. Also make a list of goods and services provided by the surrounding area and these related careers. This could be a group or class activity.	
6. Discuss the growth of shopping centers and the new jobs they create. Include the jobs created by the construction of these buildings.	
7. Discuss the interdependency of workers within one occupation and with other occupations.	
8. View the filmstrip "Learning to Use Money Wisely." Discuss.	8. Filmstrip "Learning to Use Money Wisely." 103758
9. Have the class discuss: Jobs they can do or have done. Have you earned money for jobs? What things can you do with your money? Do you save any or do you spend it all? How do you get the most for your money?	
10. Have the class role play, give skits, or use puppets to dramatize: Difficulty in deciding on which bicycle to buy. Returning an article of clothing which didn't wear well, or didn't fit, or has a flaw.	10. Puppetry handbook
11. Have each student bring ads from the newspaper. Choose an ad and from this ad make math problems.	11. Newspaper advertisements
12. Have the children bring advertisements from newspapers or magazines of items that	

appeal to them. Discuss why they found these ads appealing. Have the pupils make an ad of their own.	
13. The pupils may bring items to evaluate which they have seen advertised. Check the product for cost, safety, and design. Was the advertising related?	
14. Plan a pretend shopping trip for the students. Give the students large sums of token money to spend on items of their choice. Provide pictures of articles the children would be interested in buying. Place the pictures labeled with their value price around the room.	14. Token money and pictures
15. Discuss the selections they made and how this related to real life situations.	
16. Field trip.	16. See field trip guide. Bank or Savings and Loan Association Place of Business

CONCEPT:

School prepares a child for a career.

BEHAVIORAL OBJECTIVES:

Each child given an open-ended sentence will be able to write a paragraph about what he is learning in school and how it will help him in a career.

ACTIVITIES	REFERENCES AND MATERIALS
1. Have the class discuss the ways that school prepares children for the future. Have the pupils make a list of skills and occupations in which they would be used.	
2. Have the class view the filmstrip, "What Good is School?" and follow with a discussion.	2. "What Good is School?" Lifton, Walter M. Society for Visual Education, Inc., Chicago 14, Illinois.
3. Have the students develop a list of characteristics needed to get along with other people. They may discuss how important it is to develop skills to communicate effectively.	
4. Have the class role play or use puppets to illustrate: A TV or radio broadcaster who isn't able to speak well. A person applying for a job who isn't able to read. A waitress taking an order from five people for food who isn't able to write.	4. Puppetry handbook
5. Good listening habits may be developed by having the students use the SRA listening lessons.	5. SRA Listening Lessons

6.	Plan a field trip. They should observe how important communication and cooperation are in work. Discuss the ways communication and cooperation were used and how it related to jobs the workers were doing.	6.	See field trip guide TV station Telephone company Place of business
7.	Have the class develop a bulletin board, "Workers Communicating at Work." Have each child bring a picture of a worker and tell how being able to communicate helps him on his job.	7.	Magazine pictures or drawings
8.	Field trip	8.	Southeastern Area Vocational Technical School
9.	Have the students write reports about the part school plays in the training for an occupations. He may choose an occupation from his high interest area. The report should include the schooling and training required. Have the students share the information with the class, then add the report to their career folder.		
10.	Have the students interview someone with an occupation related to the students interest area.	10.	Interviewer____________ Person interviewed____________ Name of occupation____________ Duties of occupation____________ Qualification for occupation____________ Training necessary for occupation____________ What school subjects help you on the job? ____________ Working conditions ____________ Advantages of your occupation ____________ Interviewer: Tell what you would like about his job. Tell what you would not like about his job.

CONCEPT:

Cooperation is necessary between workers.

BEHAVIORAL OBJECTIVES:

Each child will be able to name a product produced on the assembly line and tell why it is produced this way.
Each child will be able to name a product that is not produced on the assembly line and why it is produced this way.
Each child will be able to list four careers related to construction and tell what they do.
Each child will be able to list six food related careers.

ACTIVITIES	REFERENCES AND MATERIALS
1. Have the class make a mural of house raising, quilting party, corn husking and other activities of settlers. Use this to lead to a discussion of how people worked together long ago. Then, lead into how people work together today.	1. Paper and crayons, markers, or paints.
2. Discuss the duties of workers who build houses. Ask the workers from the different building careers to discuss the responsibilities of and the training and skills required for their jobs. (Carpenters, masons, etc.) Have them explain how they use math in their work. Visit a construction site.	2. Resource person. Field trip - see field trip guide.
3. The teacher will put an assembly line project into operation having the class do a step by step project. The class might do an art project or build something.	

In Math the teacher may have the students wire a circuit on the geo boards or other geo board activities. Use the assembly line approach, then try doing the same project individually. Other projects of assembly line techniques may also be used. The class maybe divided into two groups, with one group working on the assembly line and the other group producing on an individual basis.	
4. Have the class discuss the two methods of production. Were there problems in both methods? Which method was the most productive?	
5. Field trip	5. See field trip guide Manufacturing firm
6. Have the class plan a chart for classroom helpers. List the areas of work and use a rotation system for assignment of duties.	6. Tag board
7. Have the pupils draw pictures of "How I Help at Home" and/or "How I Help at School." Have the students compare the jobs they are responsible for at home.	7. Drawing paper and crayons or paints.
8. Discuss how our food needs create many jobs. Make a list and/or a display of food related careers.	
9. Develop with the class a step by step process of a product. List all the workers involved to produce the product from the raw materials to the finished product.	

10. Divide the class into groups and have each group choose one food product. Have each group list all the workers involved in producing the product. These may be used to develop a bulletin board or be put in a booklet.	10. Paper and crayons, markers, or paints.
11. Have the class discuss: Why is attendance important in school? Have you been absent? Have you been tardy? Why? Was it necessary? Why do employers look at school attendance records? Have the students figure out how much their absence or tardiness would have cost a company. Then have each group figure their cost-then have the class figure the total expense of the students' absence or tardiness.	
12. Have library books relating to communications and cooperation available for the students.	12. Library books.

CONCEPT:

There are important factors to consider in making a career choice - supply and demand, training, environment, nature of work, and personal abilities and limitations.

BEHAVIORAL OBJECTIVES:

Each child will be able to write a paragraph on the topic, "Why Work Has Changed."
Each child will be able to list four occupations found in all parts of the country.
Each child will be able to list four occupations not found in this area of the country.

ACTIVITIES	REFERENCES AND MATERIALS
1. Plan a class visit to a museum to observe why occupations have changed. Discuss: Why have occupations changed?	1. See field trip guide Museum
2. Discuss ancestors and the kind of work they did. Relate the hard work of ancestors and early settlers to progress. Relate this to present day progress.	
3. Have the students interview parents, grandparents, or senior citizens about the changes that have taken place in their occupations.	
4. Have the children read stories or books to discover the changes that have taken place.	4. Library books Supplementary Reading books American Adventures, American Book Company Along the Sunshine Trail, Singer Singing Wheels, R. Peterson Pioneer Children They Made America Great Believe and Make Believe Allyn and Bacon Friends Far and Near, Ginn.

5.	A parent or a resource person who has lived in other areas of the country may be asked to visit the class and tell about his work, how it was different or similar to his work here, what other occupations were available, and why he moved to this area.	5.	Resource person
6.	Have the class write to cities in different parts of the country for newspapers. Search the want ads to find the occupations that are similar and those that are different from the jobs in this area. Have the class discuss their findings.	6.	Business letter form Our Language Today 4 American Book Company, 1967. p. 93.
7.	Have the students investigate their interest area occupations to find where they are located. The children may share the informations with the class and then add it to their career folders.		
8.	Have the class work in groups and make graphs or charts illustrating the types of occupations found in different sections of the country.	8.	Tag board or graph paper
9.	The teacher will have library books and other materials relating to careers available.	9.	Library books
10.	Have the class view films or filmstrips related to occupations not found in this area of the country. Discuss the occupations shown and the areas in which they are found. "How does location affect one's choice of an occupation?"	10.	Films: "Fishing For A Living" 000479 "Story of West Coast Lumber" "Cotton Farmer" 000083

11.	Have the students make a mural of workers across the country.	11.	Paper and crayons or paint
12.	Have the students check the want ads of local newspapers and newspapers from other areas to find the job opportunities that require training, high school educations, and college degrees. Have the class discuss the comparisons of area and size of cities as to job requirements.	12.	Newspapers
13.	Divide the class into groups, with each group taking a different occupation and making a chart or graph illustrating the education or training required.	13.	Tagboard or graph paper
14.	The class may write to other children in various parts of the country for information about their community, work and workers. The class may write a newspaper about their community to share or exchange.	14.	Friendly letter form Our Language Today 4 American Book Company, 1967. p. 89.
15.	Discuss: What I know about me. What things do you look at in an occupation before you choose it? Will your likes and dislikes have anything to do with your choice? Can hobbies become occupations? How much schooling or training is required? Is it an occupation that you are able to do?		
16.	See guidance section for more self-appraisal inventories.	16.	Guidance section

CONCEPT:

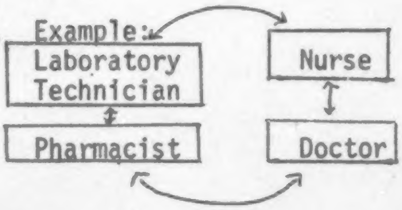
Interests and abilities may affect career choice.

BEHAVIORAL OBJECTIVES:

Each child will be able to write a paragraph about the career related to his interest area.
Each child will be able to draw and label a job tree of health service occupations.

ACTIVITIES	REFERENCES AND MATERIALS
1. Have the students make a large outline map for the bulletin board. Have each child draw a picture of a worker he is interested in. Place the picture at the end of a piece of yarn connected to the map.	1. Paper, crayons, or paints, and yarn.
2. Have the students investigate careers associated with their high interest areas from their interest profile. Have them use reference materials and interviews in search of a realistic and accurate view of the career being investigated.	2. Occupational Outlook Handbook U.S. Department of Labor, 1970-71. Interviewer____Person interviewed_____Name of job ______What you do on the job ______What mental abilities needed______What physical skills needed_____What interests are involved_____ How did you prepare for your job?_____What school subjects have helped you most? ______What are the working conditions?____Things you like about your job______ Things you dislike about your job_____Related jobs______ Interviewer: List the things you would like and those you would not like about this job.

3. The teacher may ask a personnel administrator to visit the class and explain how interests and abilities are used in selecting a person for a job. Note that some interests will be met in work and some in hobbies or other leisure time activities.	3. Resource person
4. Have the children interview someone who has an occupation similar to one they are interested in to find out what the worker does in his leisure time. The children may include this interview in their career folders. The class may develop a bulletin board or a collage with pictures of people at leisure time activities.	4. Pictures
5. The teacher will have a variety of books available for exploring occupations related to interests.	5. Library books
6. Have the class find as many health related occupations as they can. Discuss why there are so many occupations related to health.	
7. Field trip	7. See field trip guide School of Practical Nursing or Health related field trip
8. Have the class discuss: What is a family? What is a job? What is a job family?	
9. Have the students draw and label a job tree or chart related to health service occupations. This may be used on a bulletin board.	9. Paper

10. Invite a dental assistant to come and talk to the class.	10. Resource person - dental assistant
11. The students that are interested in this area may write about health careers to add to their career folders.	
12. The teacher will have books available related to health service occupations.	12. Library books
13. Have the children work in groups to develop circular graphs showing interdependency of health occupations.	13. Example: 
14. The class may play "What's My Line?" with health service occupations.	

CONCEPT:

Many occupations are found in our society.

BEHAVIORAL OBJECTIVES:

Each child given a list of ten occupations will be able to list the characteristics common to five of them.

ACTIVITIES	REFERENCES AND MATERIALS
1. Discuss the year's work. Ask leading questions concerning what the class has learned about careers. Help the students point out the importance of work to the worker and to society. Review the career folders. Discuss: "Have you developed new interests during the year?"	
2. Have each child choose a worker about whom he has learned and illustrate his work to the class by role playing, pantomime, puppets, or riddles. Some of the students may want the class to guess their occupation.	
3. Have each child write a report about the occupation which interested him the most. The report should include: The duties of the occupation The training necessary for the occupation Why you would like to do this kind of work Save these reports for evaluation of career awareness growth.	

4. The teacher may list job families of workers like: business, services, health, manufacturing and construction. Have the class work in groups, each group listing as many occupations as they can for one of the families of workers. This information may be put together in a job families scrapbook or used as a bulletin board using pictures or drawings to illustrate the workers.	
5. The students may play the game, "What's My Line?" Each child should be given a chance to ask one question. The one he asked should use only yes or no replies.	
6. Have the class plan and develop an exhibit of projects and materials made and used during the year that pertain to careers. The parents of another class may be invited to view the work. Some of the students may present a puppet show related to careers while other students may be posted as guides to explain the exhibits to the visitors.	6. Career folders Murals Filmstrips Bulletin boards Books Reports of careers Drawings Letters Reports of field trips and any other projects made during the year.

EVALUATION

Evaluation should be constant and continuous, both objective and subjective, on an individual as well as a group basis for effectiveness. The teacher will find keeping notes helpful.

The teacher will evaluate the growth of the individual students. The following activities are means of estimating the growth of each child in understanding part of the complex world of work:

A matching exercise of workers with a definition of the type of work.

Idenfitication of interests of individuals with occupations (written responses will include reasons.)

Identification of occupations with geographical locations - matching exercise.

Identification of occupations with job family, with characteristics of occupation selected.

Written responses of why people work, given at the end of the year, will be compared with those made at the beginning of the year.

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INTRODUCTION

The activities in the Self Awareness and Career sections may be used in any sequence. These activities are to be used at the descretion of each individual teacher. Each teacher should choose the activities which may be coordinated with your present curriculum.

CONTENTS FOR SELF AWARENESS

(Suggested Outline)

Basic Series	Supplementary Materials
Chapter 1: I Need To Be Alone Sometimes	
Chapter 2: The Company I Keep	
Chapter 3: The Way Families Are	
Chapter 4: What I Think of Myself	
Chapter 5: My Family's Rules	Respect - Focus on Self Development, Stage Two: Responding, SRA, 1971.
Chapter 6: When I Feel Jealous	
Chapter 7: Feelings and the Family	
Chapter 8: Don't Push too Fast	
Chapter 9: More Responsibility, Please	
Chapter 10: Parents Have Problems	
Chapter 11: Talking to Mom and Dad	Communication - Focus on Self Development Stage Two: Responding, SRA, 1971.

Chapter 12:	Growing Up Safe	
Chapter 13:	A Group at Work	Social Influence - *Focus on Self Development Stage Two: Responding*, SRA, 1971.
Chapter 14:	The Price of Belonging	
Chapter 15:	Torn Two Ways	
Chapter 16:	When Heads Get Together	Physical Environment - *Focus on Self Development Stage Two: Responding*, SRA, 1971.
Chapter 17:	The Need to Belong	
Chapter 18:	What the Group Wants	Trust - *Focus on Self Development Stage Two: Responding*, SRA, 1971.
Chapter 19:	Learning to Work Together	
Chapter 20:	Only the Beginning	

GRADE FIVE

SELF AWARENESS

CONCEPTS:

Each child has mental, emotional, social, and physical likenesses and differences.

BEHAVIORAL OBJECTIVES:

Each child will list three ways he has grown physically.
Given the words fear, anger, happy, sad, each child will state a situation when he felt each one.
Each child will name two ways he is like a friend.
Each child will name two ways he is not like a friend.

ACTIVITIES	MATERIALS AND REFERENCES
1. Ask each student to draw a picture of himself. Discuss their drawings and how they might make their drawings more life-like. Divide the class into small groups and draw several life-size pictures of the children. Keep their drawings until later to show physical growth.	
2. The teacher may borrow a set of textbooks from grade one. Ask the children to study these books and discuss what they find.	
3. Personal Understanding Self Appraisal	3. See Guidance Section
4. Choose a pupil of the week. His or her name, a picture, and some information about him will be displayed on a	

bulletin board. The student will have special tasks such as collecting papers and choosing a class activity. Each child will have a turn. You may choose the pupil by birthday, drawing names, or anyone who is wearing a certain color. (Note to teacher: You may want to choose two or three pupils a week.) The pupil of the week activity is to help a child feel good about himself.

5. Choose one class during the day with which you will be working at the board or having class discussion. Each time a group is sent to the board or asked a question, call on the same child each time. Choose a child who is intelligent, well dressed, and nice looking. Observe the reactions of your class. Later, discuss how the class felt.

6. The teacher may set aside a time once a day or once a week for the class to keep a diary. The purpose of the diary is to have a child begin to write freely about himself. This diary should be a child's personal property. You may suggest that they review their diaries every few months to see how their feelings have changed. Limit the first entry to one sentence.

7. Interest Inventory

7. Thorpe, Louis P. and others. "What I Like to Do". Science Research Associates, 1954.

8. During the year you may want each child to keep a notebook or folder which should include activities on self awareness and career awareness. The class may enjoy having a contest to choose a title for their folders.

9. The class may complete a Time Capsule About Me. Place these in an envelope and keep until the end of the school year. Then have the class complete the Time Capsule again and compare the two.

9. Name______________________
My height______ft.______in.
My best friend______________
The thing I worry about most is_________________________
My favorite food____________
My favorite song____________
My favorite color___________
My favorite TV program______
My favorite game____________
My newest friend____________
The thing I want most_______
The last time I was really scared______________________
I want to be________________

10. The children will use their senses to make the following list:
First morning - list everything you see on the way to school.
Second morning - hear
Third morning - smell, taste, and touch.
each morning the children can help fill out a chart listing all the different observations. Discuss why these are so many differences.

11. You may collect a group of pictures showing different facial expressions of people. On the board make a list of words which describe feelings, happy, sad, anger, fear. Group the pictures with the words and make a collage of the pictures.

12. Open-end sentences	12. Most of the time I feel____ I am happy when__________ I am sad when___________ I am afraid____________ Feelings are____________
13. The teacher may choose four different instrumental songs that can infer the feelings of happiness, sadness, anger, and fear. The children may illustrate the mood or write a descriptive paragraph.	
14. Begin by giving the class a surprise spelling test. Include demons like the following: auditorium, enough, neighbor, business, February, especially, angle, friend, receive. If your class has any spunk, they should react with speed and with heat. Ask them why they are grumbling. Lead your discussion to their feelings of anger.	
15. Each child may answer and discuss the following questions. These may be put into their folders. How would you feel if......... you hit someone at recess? your parents gave you ten dollars? you were home along during a thunder storm? you had a fight with your best friend? you weren't allowed to come to school?	
16. The day before you perform this activity, write the following sentence on the board: Anyone who wants to complete a test tomorrow will receive a reward.	16. a. Who climbed a bean stalk and killed a giant? b. If a football player uses a football, what does a baseball player use? c. Name a river in South Dakota. d. Name a state that borders South Dakota.

(Note: The activity can create many emotions as well as physical activity. When they have taken the test, discuss their feelings. Have the class decide on what kind of a prize they prefer.

e. What time is it if the big hand is on three and the little hand is on two?
f. What do tadpoles turn into?
g. Is China a city, state, or country?
h. Circle the misspelled word: school, hend, penny.
i. What language do the people in France speak?
j. What day comes after Monday and before Wednesday?

17. The children might write down five things they think are important about themselves and five things they think are important about one of their friends. ASK: How many of you wrote down the same things for yourself and your friend? Point out that friends have many things in common.

CONCEPT:

Positive attitudes of one's self, other people, and work are important for success.

BEHAVIORAL OBJECTIVES:

Each child will name five things he/she does well.
Each child will name five ways of verbal communication.
Given an activity, each child will try to participate and act more freely through non-verbal communication.

ACTIVITIES	MATERIALS AND REFERENCES
1. Have each child complete the following open-ended sentences. These sentences may be used at the beginning and at the end to see if any change in self attitude may have occured.	1. The thing I like best about myself is________________ The thing I would like to change about myself is____________ One thing I do well is______ One thing I would like to do better is__________________

ACTIVITIES	MATERIALS AND REFERENCES
2. You may discuss people and things which influence you. The class completes these three pages for their folders by writing a paragraph or illustrating the statement. The statement should appear somewhere on the page.	2. MY FAMILY The person I act most like is... Ways we're alike... Some ways I act like people I know...
3. You may do some brainstorming with the work communication. List all the ways in which people communicate. This could lead to reports and projects on the many ways of communicating.	
4. Discuss with you class the difference between verbal and non-verbal communication. You may act out various situations to show non-verbal communication.	4. a. greet a friend b. be surprised c. show fear d. show anger e. tells someone there is a fire
5. Pages for folders. Write a paragraph or illustrate the statements.	5. "Reasons people don't communicate" "I'm not sure I communicate with people when..........." "How I could communicate better"
6. The students might discuss what the word respect means and draw up a list of words and phrases related to the words; admire, courtesy, consideration. Use a dictionary to expand the list.	6. Student dictionaries.

SELF AWARENESS EVALUATION

The children may complete these open-ended sentences for self awareness evaluation. Evaluation of self awareness must be individual.

a. The thing that makes me happy is seeing________________________

b. When I'm in a group, I________________________

c. One person I learn a lot from is________________________

d. The best thing about school is________________________

e. The hardest thing at school is________________________

f. Sharing is________________________

g. One problem I solved is________________________

h. I don't mind taking turns when________________________

i. I don't like to take turns when________________________

j. A goal I am trying hard to reach is________________________

k. When I know someone likes me, I feel________________________

l. When I think someone doesn't like me, I feel________________________

m. When I feel angry inside, I________________________

n. When I feel good inside, I________________________

CAREER AWARENESS

CONCEPT:

School prepares a child for a career.

BEHAVIORAL OBJECTIVES:

Each child will demonstrate how to conduct an interview.
Each child will list five ways school is important to him.
Given three statements about school each child will arrange the statements in the order that they are most important to him.

ACTIVITIES	MATERIALS AND REFERENCES
1. The teacher may begin a class discussion by asking the class to complete the following statement: School is____________________. The teacher may want to collect these and read them to the class.	1. List all the sentence endings on a chart.
2. Discuss the meaning of the word interdependence before you show the filmstrip. The filmstrip will tie the statements about school with this activity to show that all people in a school have a job.	2. "Economics in Home, School, and Community, Interdependence Series 2, School" (100350)
3. Discuss the following questions. a. Why do we have schools? b. Is school important? c. How does a school help people? d. What can we do to get the most out of school?	3. Before you start class discussion, you may have the class answer these questions to include in their folders.
4. The children may explore the various occupations in their school to discover the difference in levels of education and subject require-	4. INTERVIEW Name____________________ Name of person being interviewed____________________ Name of occupation__________

	ments needed. After doing some research on the positions, each person should be interviewed. Assign a child to interview each of the following school employees teachers, (classroom, art, music, physical education) principal, counselor, janitor, secretary, aides.		What do you do on this job__ What training and/or education is needed for your job?_____ What school subjects were most helpful?______________ What do you like about your job?___________________ What do you dislike about your job?________________ After you have completed interviewing an adult, please answer the following questions. What did you like about this job?___________________ What didn't you like about this job?________________ Would you like to have this job?___________________ Why? or Why not?___________
5.	The teacher may tape several of the school interviews to use for class demonstration. Each child may interview a parent, neighbor, or a friend.		
6.	Show the class this filmstrip to point out the importance of school to work. At the conclusion of the filmstrip discuss how a person should decide the amount of education or training a person may need to get along in the world of work.	6.	"What Good is School?" Society for Visual Education
7.	Each child may complete a Self Appraisal quiz about how they see themselves at school. This would be used as a basis for discussion.	7.	Self-Appraisal test, "In School" Personal Understandings Elementary Guidance

CONCEPTS:

Occupations require interpersonal relationships.
Cooperation is necessary between workers.

BEHAVIORAL OBJECTIVES:

Each child will list three ways he observed cooperation between workers.
Given a list of job titles, each child will distinguish between jobs that provide services and jobs that produce goods.
Each child will observe a job and describe the qualifications, duties, and education or training necessary.

ACTIVITIES	MATERIALS AND REFERENCES
1. You may have you class do some brainstorming with the word cooperation. List the first word that pops into your mind. Use a dictionary to define cooperation and then go on to discuss how we cooperate at school and home.	1. School dictionaries
2. Related filmstrips (Note: Both of these filmsrips show how jobs are divided so that people and the community progress smoothly,)	2. "Economics in Home, School, and Community - Division of Labor Series 1," School (100345) Community (100342)
3. A field trip would show how all workers depend on others in a business which provides goods and provides services.	3. See the field trip guide to plan you field trip. Possible trips: a. motel-restaurant b. automobile dealer See Appendix A for list of jobs. Research Outline Name of business Kind of job a. Duties________________ b. Qualifications__________

c. Training ____________
d. Experience ____________
e. Special clothing ________
f. Tools ______________

Widening Occupational Roles Kit, SRA.

Yellow Pages of Learning Resources, Group for Environmental Education, 1972.

4. The class may use a bulletin board display as a follow-up project. This may include pictures, reports, tools, and information published by the business you visited.

5. Individuals in the class may want to role play the different jobs they observed.

CONCEPT:

There are important factors to consider in making a career choice - personal abilities and limitiations, nature of work, training and/or educations, supply and demand.

BEHAVIORAL OBJECTIVES:

Each child will name three things he does well.
Each child will name three things he would like to do better.
Given a list of job titles, each child will identify the jobs which deal with people and animals, ideas, or things.
Each child will name and describe jobs he may like to try.

ACTIVITIES	MATERIALS AND REFERENCES
1. You may begin by using a list of questions which ask "Am I?" After you tally the results, discuss each area.	1. Am I happy? Am I lazy? Am I kind? Am I funny? Am I nervous? Am I helpful? Am I liked by others? Am I friendly?

2.	To show the differences among people and their jobs, you may view and discuss this filmstrip.	"Who Are You?" Society for Visual Education
3.	Before observing people at work, discuss why people choose a particular job and what qualification are necessary for a job.	
4.	The children may choose one of the "What If...?" questions to write a paragraph about. This may be added to their folders. The children will enjoy reading their paragraphs to the class.	What if..........? ..no one wanted to collect garbage? ..no one wanted to do heavy work? ..no one wanted to stay up all night? ..no one wanted to do experiments or research?
5.	Each child may write two paragraphs, one describing himself as he is now and another describing himself as he would like to be.	Bailard, Virginia, Your Abilities, SRA, 1970.
6.	Related filmstrip	"What is a Job?" Society for Visual Education
7.	You may use this inventory to determine the occupations your students' parents. Questions to discuss: What is their job title? What skills are used in their job? What are some duties of their job? Would you like this job?	Name______Date__________ Father's job__________ What kind of work does he do? ____________________ Mother's job?__________ What kind of work does she do? ____________________ What jobs do you think you would like?________Why________ What jobs do you think you would not like?____Why______ What jobs have you seen someone do?________________
8.	The teacher may give each child a copy of a newpaper and ask them to read and clip out all articles which relate to vocations. Plan a display that will group the articles into the following three job catagories; people and animals, things, and ideas.	Widening Occupational Roles Kit, SRA.

9.	Each individual may choose an occupation he is interested in to report on. Activities may include a written report, illustrations, personal interview, demonstration of the job, or observation of a job. All activities should include duties, training or education, advantages, and/or disadvantages.	9.	Occupational Outlook Handbook U.S. Labor Department, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, 1970-1971. Put a checkmark in the column which states how you feel. Yes No ? I like to... work with people. work with my hands. read books. help people. work outdoors. work at night. work with machines. go to college. work in quiet places. try new things. Encyclopedia of Career and Vocational Guidance, Volume 1 Planning Your Career, and Volume 2 Careers and Occupations. Doubleday and Company Inc., 1967. Exploring the World of Jobs, SRA, 1969.
10.	You may contact resource people to speak to your class. Their occupations should coincide with the class reports.		
11.	Where possible, a child should arrange to observe a person working on the job which he is reporting about.		
12.	Related filmstrips	12.	"Economics in Home, School and Community, Series 4, Supply and Demand," (100356)
13.	Occupational puzzles.	13.	See Appendix B

CONCEPT:

Observation of people at work helps improve knowledge about careers.

BEHAVIORAL OBJECTIVES:

Each child will name, identify, and describe one specific job he observed.
Given a list of occupations observed, each child will name one job he might be inclined to do and one job he would not be inclinded to do.

ACTIVITIES	MATERIALS AND REFERENCES
1. Discuss with your class the various ways they have used to learn about careers.	1. Reading, resource people, interviewing, films, class discussion, filmstrips, field trips.
2. Suggested unit before a field trip.	2. Field trip to the Sioux Falls Argus Leader a. Maxwell, John C., Ginn Elementary English 5, pp. 238-242, 1967. b. The Daily Newspaper: How To Get More Out of It, Sioux Falls Argus Leader c. Filmstrips:"History of Printing," (103627) d. Film: "Newspaper Story", (000257)
3. You may plan a field trip to observe people at work. The class may plan an observation sheet or the teacher may suggest this form.	3. See field trip guide Observation outline Date____________ Kind of work________ Worker uses hands______ Worker used eyes______ Worker works with people____ Worker works with things____ Worker works outside______ Worker works inside______ Tools or equipment used____ Physical demands: lifts heavy things______ walks a great deal______ walks a little________ sits most of the time____ Personal observations______ *adapted from World of work

4. The children may write thank you letters to the business they visited.

5. The teacher may plan to publish a class newspaper as a culminating activity. The newspaper could be divided into the various departments and the children may choose the department they would like to work in.
An assembly line may be set up to assemble the newspaper. The children should be able to observe interdependence of workers.

CONCEPT:

Job families include occupations within our society.

BEHAVIORAL OBJECTIVES:

Each child will construct a drawing of a job family.
Given a list of job families, each child will name five jobs within a field of work.

ACTIVITIES	MATERIALS AND REFERENCES
1. You may use frames 1-15 to introduce job families.	1. Lifton, Walter M., "What Are Job Families?" Society for Visual Education
2. The children may illustrate their families. The teacher may illustrate the school family as an example.	
3. Related filmstrips	3. "Economics in Home, School, and Community, Series 4, Supply and Demand," (100344).
4. You may suggest that each student choose an object. Draw a picture of this object or use a magazine picture.	4. See Appendix C

	Construct a chart showing all the jobs involved in bringing this product to the consumer.		
5.	You may ask each child to list three occupations which interest him. Have each child decide which job families their occupations belong to. Point out that some jobs may fit in more than one family. Next list the jobs under each family. You may need to add some jobs to the list. You may use this information to construct drawings of each job family.	5.	On the board or overhead, list the following job family divisions: a. industry job family b. training job family c. activity job family d. interest job family e. location job family f. skilled job family
6.	Use the four skills areas of English; listening, speaking, writing, reading, to construct job families.	6.	See Appendix D
7.	The teacher may choose to discuss the nature of work, training or education, and duties of the occupations in one job family. Why is this a good way to group jobs? What is the purpose of grouping jobs into job families?	7.	Occupational Outlook Handbook U.S. Labor Department, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 1970-1971.
8.	The children may enjoy playing charades to act out their occupations.		
9.	Each child may choose one of the three occupations which were listed in number five to answer the following questions. The answers to these questions should be included in their career folders. What job family does this occupation belong? What are the duties of the worker? What education or training is needed to prepare a person for this occupation.	9.	Widening Occupational Roles Kit, SRA. Yellow Pages of Learning Resources, Gee! Group for Environmental Education Inc., 1972.

10. Who Am I? The children may write a descriptive paragraph about a worker and have the class guess the occupation.	
11. As a culminating activity, you may choose one business and chart the job family. After you have completed your chart, visit the business to see how all people within the job family work together.	11. See Appendix E

EVALUATION

The evaluation process of fifth grade will be a continuous process using subjective and objective data. The teacher will want to keep a daily record which includes observations of individuals and a list of effective and ineffective activities and materials. By keeping a daily record, you will have a constant method of improving the program.

The children may complete a list of open-ended sentences regarding the concepts they have learned.

a. One way I am like everyone else is______________________________.

b. One way I am differenct from every one else is________________.

c. The thing I do best is____.

d. The thing I can't do very well is______________________________.

e. I would like to be a_______________because________________________.

f. Cooperation is important because_______________________________.

g. I can see myself in ten years from now as a_____________________.

h. I need to go to school because____________________________________.

The children may complete a matching exercise of terms used throughout the year. This will evaluate factual knowledge only.

a. Ability
b. Apprentice
c. Career
d. Cooperation
e. Demand
f. Interdependence
g. Interest
h. Job family
i. Service
j. Supply

1. Amount of goods available
2. A person's life work
3. Jobs that are related
4. Natural talent
5. Amount of goods needed
6. Depend upon one another
7. Useful labor which does not produce a commodity
8. One who learns a trade from another
9. Working together
10. An activity you like to do

The children may complete the following "Who Am I?" questions to evaluate their knowledge of occupations and their duties.

1. I gather information on current events.
   I write stories for publication.
   I interview people.
   I attend news happenings.
   Who am I?

2. I fill cavities in teeth.
   I straighten teeth.
   I extract teeth.
   I clean and x-ray teeth.
   Who am I?

3. I relay information.
   I assist in calling police or fire departments.
   I arrange conference calls.
   I complete some long distance calls.
   Who am I?

4. I trim hair and cut hair.
   I style hair.
   I straighten, tint, or bleach hair.
   I clean and style wigs.
   Who am I?

5. I sometimes work at night.
   I drive most of my working time.
   I keep a log of my activities.
   I operate a gasoline or diesel powered tractor-trailer.
   Who am I?

6. I relay weather information.
   I give take-off and landing instructions.
   I coordinate the movement of aircraft which are being flown on instructions.
   I give instructions to pilots to avoid collision.
   Who am I?

7. I take customers' orders.
   I serve food and beverages.
   I make out customers' checks.
   I need to be efficient.
   Who am I?

8. I advise people of their legal rights.
   I represent people in court and argue cases.
   I draw up wills, contracts, and mortgages.
   I prepare drafts of proposed legislation.
   Who am I?

9. I mop and sweep floors.
   I clean furniture.
   I make minor repairs.
   I operate heating and cooling equipment.
   Who am I?

10. I set up, operate, and maintain electronic equipment.
    I work with microphones, sound, recorders, lighting, and television cameras.
    I operate controls that switch broadcasts from one camera to another.
    Who am I?

11. I accept money paid by customers.
    I make change.
    I give receipt for payment.
    My job title has many names.
    Who am I?

12. I dispense drugs and medicine.
    I provide information on medicines that can be obtained without a prescription.
    I sometimes test drugs for purity and strength.
    Who am I?

Give each child a copy of Appendix E and have them construct a job family.

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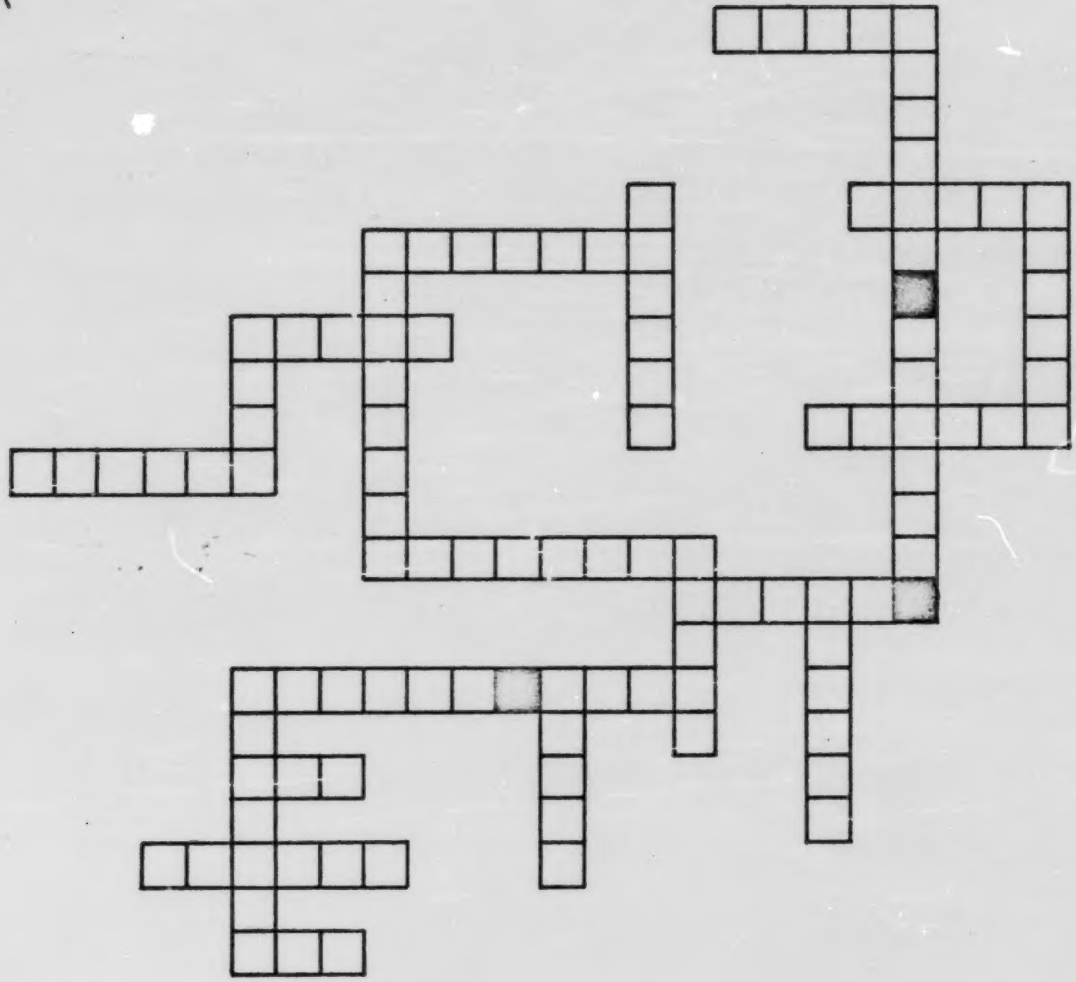
APPENDIX 'B'

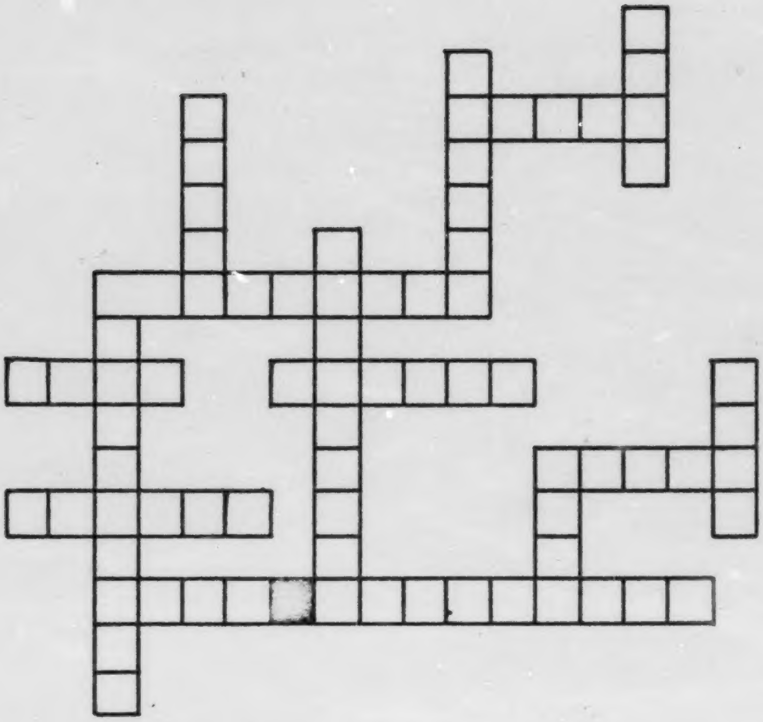
TEACHER



art
books
chalk
eraser
grade
gym
health
math
music
paints
paper
pencil
reading
recess
report card
ruler
science
scissors
social studies
spelling
study

APPENDIX 'B'

SECRETARY



boss
carbon
copy
desk
dictation
eraser
files
neat
notes
office
shorthand
spell
telephone
type
typewriter

GRADE SIX

SELF AWARENESS

CONCEPT:

Each child has mental, emotional, social, and physical likenesses and differences.
Each child develops an awareness of his abilities and limitations.
Positive attitudes on one's self, other people, and work are necessary for success.

BEHAVIORAL OBJECTIVES:

The child will list five ways he is like others.
The child will list five ways he is different from others.
Given a list of activities, a child will check those he can do.
The child will write three short paragraphs describing a happy situation, an angry situation, and a cooperating situation.

ACTIVITIES	MATERIALS AND REFERENCES
1. The teacher will initiate the discussion by writing this on the board: "I'm special, there is no one else like me."	1. Each student will draw a picture of himself as he looks and feels at that time. Stress the facial expression.
2. Time capsule: The questionnaire may be completed in the beginning and the end of the year. These are confidential, each child folds and staples his. The teacher can collect and seal them in a large envelope.	2. Name ______________ Height ________ Weight ________ My best friend ____________ My favorite food is ________ The color I like best is ____ Of all the TV programs, I like ______________ I'm happiest when __________ Someday I'd like to ________ The last time I was afraid was ______________ My newest friend is ________ Right now I feel ___________

ACTIVITIES	MATERIALS AND REFERENCES
3. Beforehand the teacher chooses three students who will read a nursery rhyme for the class. At class time the students leave the room and one by one, they return and say their verse, then leave again. Teacher asks after the student has left: a. What color was his shirt? b. Was he wearing tennis shoes? c. Does he have freckles? d. How do you think he felt? Why? e. Other similar questions	3. "Hickory, Dickory, Dock" "Jack and Jill" "Jack Be Nimble" (any verse will serve the purpose)
4. Interest Inventory	4. SRA Interest Inventory
5. Using the results of the Interest Inventory, the teacher asks: a. In which area do you have the most interests? b. In which area do you have the least interests? c. What factors determine our interests?	
6. Teacher asks: a. What is a hobby? b. What is your hobby? c. Why did you choose that hobby? d. Do you think it is good to have a hobby? Why?	6. "What Do You Like to Do?" Widening Occupational Roles Kit SRA, 1967 Student Record Book Widening Occupational Roles Kit SRA, 1967, p. 5-6

From the interest inventory and the record sheet, the teacher can help each student develop his hobby or start one.

CONTENT FOR SELF AWARENESS
(Suggested Outline)

Basic Series	Supplementary Materials
Limbacher, Walter J., Dimensions of Personality. Becoming Myself, Dayton, Ohio, Geo. A. Pflaum Publisher, 1970.	
Chapter 1: Finding My Feelings	"Concerns", Focus on Self Development, Stage Two: Responding, SRA, 1971.
Chapter 2: Speaking Without Words	
Chapter 3: How I Feel Now	
Chapter 4: My Feelings Are Divided	
Chapter 5: Learning Where I Stand	"Competition and Cooperation", Focus on Self Development, Stage Two: Responding, SRA, 1971.
Chapter 6: Learning To Be A Friend	
Chapter 7: Living With Me	"Responsibility", Focus on Self Development, Stage Two: Responding, SRA, 1971.
Chapter 8: I Don't Like Me	
Chapter 9: If I Dislike Myself	"Companionship", Focus on Self Development, Stage Two: Responding, SRA, 1971.
Chapter 10: Hiding Myself	

Chapter 11: What the Mirrors Show	
Chapter 12: My Physical Growth	
Chapter 13: My Emotional Growth	
Chapter 14: My Growth Into Adolescence	
Chapter 15: My Social Growth	"Acceptance and Rejection", Focus on Self Development, Stage Two: Responding, SRA, 1971.
Chapter 16: My Intellectual Growth	
Chapter 17: I'm Still Growing	

Self Awareness Culmination

ACTIVITIES	MATERIALS AND REFERENCES
1. Hobby Day - The students and teacher plan an exhibit which will display their hobbies or explain them. From this open house can be arranged for other classes and parents. Refreshments might be fun.	1. Each child's desk can be his booth. Let their imagination create an attention getting display.
2. Time Capsule: See Activity 2 Self Awareness - Introduction	
3. Divide the class in small groups of three or four (or have the children from groups) to write	

a play, make a filmstrip, a cartoon series, mural, or write a puppet show on these or other topics; A Special Feeling, The Importance of Knowing Your Feelings, Hobbies: Who Needs Them, Friends, Worry, Responsibility.

SELF AWARENESS EVALUATION

Evaluation of sixth grade personal awareness program covers two broad areas: (1)attitudinal formation and (2) self-appraisal. Because of the nature of the subject, most of the evaluation is subjective. The teacher may evaluate the effectiveness of the program in developing realistic self-appraisal by use of an opinionnaire to be distributed and completed by each student. Attitudinal formation can be evaluated by the use of open-ended sentences. The teacher will need to observe behavioral and attitudinal change throughout the year and record observations or acecdotal cards for each student. An open mind is necessary to evaluate any part of the program.

ACTIVITIES	MATERIALS AND REFERENCES
1. Self-Appraisal Questionnaire.	1. Dunn, Charleta J. & Payne, Bill F. World of Work, Occupational Vocational Guidance in the Elementary Grades, A Handbook for Teachers and Counselors, The Leslie Press, Dallas, Texas, 1971, pp. 130-131, See Guidance Section.
2. Self-Appraisal: "How Well Do I Perform".	2. Ibid, See Guidance Section
3. Personal Survey: a. List five ways you are like others. b. List five ways you are different from others. c. List five things you can do well. d. List five things you can not do well.	

4. Write a story or a poem about
   _(name)__ as seen by
   _(name)___ .

5. Open-ended sentences:

   Most of the time I feel____________________________

   I am happy when________________________________

   I am sad when__________________________________

   Feelings are___________________________________

   Sometimes I can tell how you feel by____________________

   Sometimes you can tell how I feel by____________________

   One thing that worries me a lot is_____________________

   When I worry about something I________________________

   I shouldn't be so concerned about__________if__________

   One of my biggest repsonsibilities is___________________

   One responsibility I'd like to have is__________________

   If I couldn't carry out my responsibility, I'd feel__________

   When I'm with other people I feel______________________

   I like to talk about my feelings with my classmates because______

   I don't like to talk about my feelings with my classmates because__

   It is hard to cooperate because_________________________

   It is hard to compete because__________________________

   Someday I want to__________________________________

CAREER AWARENESS FOR SIXTH GRADE

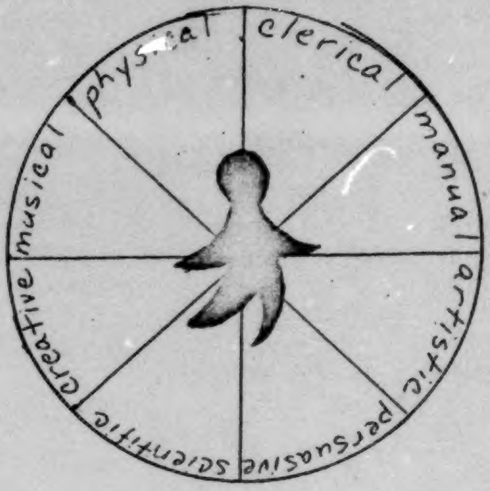
Concept: Each child differs in abilities, limitations, interests, and values.

Behavioral Objectives:

Given a set of objects, the child will choose the one he likes best and give his reasons for choosing that one.
Given a picture of a person involved in an occupation, the child will list two abilities necessary to do that job.
Given a ten dollar token, the child will buy objects and give the reasons for selecting each.

ACTIVITIES	MATERIALS AND REFERENCES
1. The teacher will display several objects and ask the students to write down the one they would choose, keeping their lists covered. Teacher asks: a. Which color do you like best? Which color do you like least? b. Which shape do you like? Which shape don't you like? c. Which material feel the best? Which material doesn't feel good? d. Which tool do you prefer? Which tool don't you like? By comparing various answers, the children can see that they have different likes and dislikes.	1. Sets of objects: a. Sheets of various colored construction paper. b. Various shapes mounted on tagboard - square, circle, rectangle, triangle, etc. c. Small pieces of materials - sandpaper, fur, silk, burlap, corrugated cardboard. d. A variety of tools - scissors, paper, hammer, compass, ruler.
2.*The teacher may show pictures of four different children about the same age as the students in the class. She may relate the following descriptions as she holds up the pictures. a. John is great in science and brings home A's on his report card in science every time. b. Sally has artistic ability which enables her to sketch, draw, and paint pictures every one enjoys.	2.*Adapted from Laws, Lee. Elementary Guide for Career Development, Austin, Texas, 1970.p.196 Two pictures of boys and two pictures of girls from magazines and mounted on tagboard. Types of abilities (for teacher information only) writing ability mental ability

c. Sam is the captain of the basketball team and has a dead eye for the basket. d. Debbie is one of the best-liked girls in school. She is friendly to everyone. The class may discuss the following questions: 1. What abilities do John, Sam, Sally, and Debbie have? 2. Why are there many types of abilities? 3. What kinds of abilities can you think of? 4. Why is it important for a person to know his abilities?	scientific ability artistic ability physical ability manual dexterity clerical ability creative ability musical ability persuasive ability
3. A few days before showing the film, read the book to the class. Encourage each child to skim the book and read his favorite parts. After showing the film, ask: a. What color do you like best? b. What interesting things did they say about the color? c. Choose your favorite color and write cinquains. Using chalk, you can make a background related to your favorite color.	3. Book: O'Neil, Mary. Hailstones and Halibut Bones Film: Hailstones and Halibut Bones, (000270) Cinquains: 1st line: one word (title) 2nd line: two descriptive words 3rd line: three action words 4th line: four feeling words 5th line: synonym for line 1. Curiosity Curiosity, Awesome, titillating, driving, absorbing, compelling, fascinating as irridescent pearls, Wonder. -Helen K. Dicksen Watertown, South Dakota
4. The class can develop a chart or bulletin board around the abilities various individuals have. With each ability, small groups can make similar graphs showing occupations requiring that ability	4. Laws, Lee. Elementary Guide for Career Development.Austin, Texas, 1970, p.197.



5. Teacher asks: Write the abilities you have. List the occupations you know that require these abilities. These do not have to be occupations you are interested in. Put a check ( ) in from of those you would like to know more about.	5. This information can be placed in a career folder which each child can make and design for use throughout the year.
6. The teacher can display at several times during the year a series of objects from a paper bag or box without commenting on any of them. Teacher may instruct the students to write which ones they would choose if they could have one. Through discussion the students should be able to understand that their choices were determined, at least partially, by their values, by what is important to them.	6. Objects might include: a quarter, marbles, pencil, piece of clothing, a book, candy, tools, stickers.
7. Prepare a "White Elephant Sale." The teacher can help the students price each item, and display them on counters and tables around the room.	7. Each child should bring something he owns and would like to sell.
8. Display mounted pictures of things boys and girls may be interested in owning and some that will not interest them. Post approximate prices on each article. Scatter pictures around	7. Mounted pictures may include: bluejeans, stylish clothes, ten-speed bike, stereo, radio, books, old bike, pizza, games.

the room. Give each child what to him is a large sum of money, a pad, and a pencil and send them shopping.

Follow-up:

a. How did you choose each article?
b. What alternatives were open to you?
c. How does this compare to real life?

Concepts: Information about career is needed by all individuals.
There are many occupations in our society.

Behavioral Objectives:

Each student will conduct an interview and record the information on an interview form.

Each student will read two cards from Widening Occupational Roles Kit.

Each student will list three occupations of South Dakota and write the duties, working conditions, and abilities required for each occupation.

Each student will write a story about the occupations he has learned about.

ACTIVITIES	MATERIALS AND REFERENCES
1. To get the students thinking about jobs and what a job is, the teacher may use this filmstrip and the activity pages of the Student Record Book.	1. "What Is a Job?" Occupational Roles Kit, SRA, 1967. Student Record Book, WORK, P.9, 10,11.
2. The students can interview parents and others about their careers. The teacher can develop a technique for interviewing with the Social Science Laboratory Units.	2. Social Science Laboratory Units. SRA, Unit One, Lessons 5,6,7, 8, and 9.
3. Students interview parents and others from different occupations. Some interviews may be recorded.	3. Sample Interview Form: (following page)

A demonstration interview in the classroom with a student and a resource person could be helpful.

The students may develop their own questions for the interview.

a. Name of investigator__________
b. Name of the person interviewed_
____
c. Name of the occupation________
d. Duties of the occupation_______
e. Number of years in the occupation______________________
f. Preparation for the occupation_
____
g. What abilities should one have for this job______________
h. Is the work different than it was ten years ago_____________
i. How is it different__________
j. What has made the difference___
inventions____________________
scientific discoveries________
technilogical improvements_____
k. Is your work easier now_______
l. Advantages of the job_________
m. Disadvantages of the job_______
n. If you could live you life over, would you choose this occupation? Why or why not?________________

When the student returns from the interview, he may reflect on the experience, using something like this.

As a group the class can discuss their findings. The interview forms may be collected and placed in a booklet called "(name of school) Occupation Information Guide." As more material about careers is gathered, it may be added to the booklet.

After the interview, the investigator completes:

a. Do you think this was a good interview? ________________
b. Do you think the person likes his job?________________
c. What did you like best about that job?____________________
d. What didn't you like about that job?____________________
e. Would you like this job?______
Why or why not?______________

4. Students can read further about the occupations and others they like.

4. Widening Occupational Roles Kit. SRA, 1967.

Occupational Outlook Handbook. United States Dept. of Labor, Bureau of Labor Statistics, Washington, D.C.

5. Teacher and students can plan programs involving parents and other people from the community who are willing to speak to the class about their jobs. If the speaker can bring tools, equipment, or other related materials, the experience is more meaningful.	5. Resource People.
6. Video tapes have been made with junior high students as interviewers. These are available to the schools.	6. Southeast Area Vocational School, Sioux Falls, South Dakota. Radio and Television Department.
7. Each student can write a short story about "Luke Looks at Workers" or "Lucy Looks at Workers." These can be shared with the class and placed in individual career folders.	

Concept: Individuals work to satisfy personal, social and economic needs.

Behavioral Objectives:

Each child will list five needs other than food, shelter, clothing.
Each child will list five wants.
Given a list of five reasons for working, the child will name an occupation that will satisfy that need and tell how the occupation does it.

ACTIVITIES	MATERIALS AND REFERENCES
1. Teacher asks: a. What have you done for other people in your family in the past twenty-four hours?	

b. What have they done for you in the last twenty-four hours?
c. What have other people in the community done for you and your family in the last twenty-four hours?

From the responses to these questions, the teacher can lead into the next activity.

2. Teacher begins discussion by asking:
   a. What is a need?
   b. Name some of your needs. Write the responses on the blackboard or on the overhead projector.
   c. From this list, which needs are shared by others?
   d. How do you satisfy your needs?
   e. Using the list on the board make two groups: (1) those satisfied by work and money--food, clothing, water, etc.; (2) those satisfied by people --affection, acceptance, etc.

   Some children may like to research the food, shelter, and clothing of other places and times.

   Encyclopedias and library books

   To reinforce the understanding of needs, each child can be given a picture from a magazine and asked to write a caption describing the need illustrated in the picture.

   Mounted pictures from magazine

3. To introduce the distinction between wants and needs, provide each child with a copy of the chart.

   The teacher may limit the number of items in each box and then have the children number the order of preference. This would make possible a tally of first choice items.

3. Adapted from: Viereck, Phillip and Bertha Davis, Interdependence of People and Places. Web of the World. New York: Macmillion Company, 1971, p.5, Teacher's Edition.

NEEDS	ITEMS THAT SATISFY OUR NEEDS	ITEMS THAT WE LIKE TO HAVE BUT GO BEYOND OUR NEEDS
FOOD		
CLOTHING		
SHELTER		

After discussion of the student's chart entries, ask what conclusions can be drawn from these. Guide answers to the awareness that:

a. Many things we consider needs are really wants.
b. We want more than we need.

To further the understanding of these conclusions, this table can be discussed. Be sure that pupils understand the literal meaning of the figures. This can be determined by asking the children to put one or two of the numbers shown on the table into a sentence that shows understanding of their meaning. For example, "In 1960, six out of every 100 American families owned a dishwasher." With able students you may prefer to have them use the word "percent" instead of.."Out of every 100" in reading the table.

Viereck, Phillip and Bertha Davis. Interdependence of People and Places. Web of the World New York: Macmillan Company, 1971, p. 5.

GOODS OWNED BY AMERICAN FAMILIES IN TWO DIFFERENT YEARS

Out of every 100 American families, the number of families that owned each of these goods was:

GOODS	1960	1970	GOODS	1960	1970
Dishwasher	6	24	2 or more cars	16	29
Air Conditioner	13	37	Clothes Dryer	18	40
Television	90	95	Freezer	22	30
2 or more TV sets	17	29	Washing Machine	81	92
Color TV set	7	38	Refrigerator	98	99

Compare the tally of "Most wanted although not needed" items with the situation shown on the table. If the students did not give a high place to "refrigerator" on their lists, ask why. They probably take this item for granted.

These questions about the table could be discussed:

1. How many more families (out of 100) owned a dishwasher in 1970 than in 1960?
2. For which article was the increase between 1960 and 1970 least? Why was the increase so little?
3. In 1970, how many families out of every 100 owned a TV but did not own a color TV? How did you get your answer?

4. Note that the earlier year for color TV is 1965. If the earlier year were 1960, would the number of families be smaller or larger?
5. If we had separate tables for South Dakota, Oregon, and Texas, which one would show the most families out of every 100 owning an air conditioner? Why do you think so?
6. Which two of these statements are supported by the information in the table?
   a. More families want color TV than want two TV sets.
   b. Very few families have more than two cars.
   c. Freezers are more likely to be found in farm homes than in city homes.
   d. Most families consider a washing machine more necessary than a dryer.
   e. Electric dryers are more popular than gas dryers.

7. State the main point of the table by completing this sentence:

   Between 1960 and 1970, the number of families out of every 100 in the United States owning each of the articles listed______________.

The teacher may conclude this activity with a discussion of: "Do wants ever become needs?" This can be related to the effect the horse and the white man had on the culture of the Sioux Indians of South Dakota.

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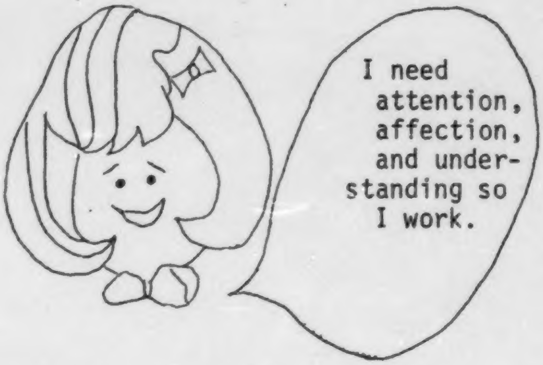
4. To begin discussion of "What makes us want things?" study the four advertisements. Ask: How does the advertiser try to make you want to buy this product?	4. Four colorful advertisements mounted on cardboard. Added information: Viereck, Phillip and Bertha Davis. *Interdependence of People and Places. Web of the World*. New York: Macmillan Company, 1971, p. 6-7.
5. The children can watch a TV program focusing attention on advertising. This form can be used to collect data.	5. Name of the program____________ Name(s) of the product or service advertised_____________________ At whom was the advertising directed______________________ What were the reasons for buying what they are suggesting_______ Would you buy this product_____
6. Invite an advertising agent or writer to speak to the class. Urge him to do a simple one for the class so they get a better idea of his job, the duties, and the materials.	6. Resource person.

7. Students may write ads for products or services. Afterwards the class can discuss the technique used by each.	7. This may coordinate into the art program.
8. Brainstorm: Why do people work? If the class has difficulty, the transparency may put more light on the subject.	8. Transparency:  I need attention, affection, and understanding so I work.
9. The students can do a survey on why people work. Each child could be responsible for having it completed by six people. From this experience, the students will learn to collect, compile, tally, and find percentages.	9. Possible survey: (Note: It would be better for the students to make their own survey questions.) Name____________________ Occupation______________ Why do you work? (check) _______acceptance _______affection _______get what you want _______get what you need _______money _______attention accomplishment_______ _______pass time Do you have any other reasons for working?____________ Name them______________ Which do you think are the most important reasons for working?
10. As a concluding activity, the teacher may have the students find pictures in magazines of people working. The pictures can be arranged in a pictograph with the captions including the occupation and the need for work exemplified.	10. Old magazines

Concepts: Observation of workers improves knowledge of careers.
Cooperation is necessary between workers.

Behavioral Objectives:

Given a picture and a series of statements of description value, and inference, the child will label each statement as D for description, V for value, and I for inference.
The child will list five examples of cooperation in his home.
The child will list five examples of cooperation in school.
Given a situation involving workers of the same occupation, the child will list three examples of cooperation.

ACTIVITIES	MATERIALS AND REFERENCES
1. The teacher can help the student discover the technique of observation with these lessons: "What is a Behavior Speciman?" "Three Ways to Use Observation."	1. a) Social Science Resource Book, SRA, p. 709 and 11-13.
The activities of the Project Book will enforce the technique.	b) Learning to Use Social Science. Project Book I. SRA, p.4-6.
2. The teacher may appoint pairs of students to demonstrate interaction by role-playing such activities as a phone conversation, imaginary game of ping-pong, a game of cards, or catch.	
Instruct the class to observe role play and describe only what he saw.	Filmstrip: "Observing", Fundamentals of Thinking Series. Eye Gate House, Inc.
. The teacher may want to use this filmstrip is the students need extra help.	
3. Filmstrips may be used for the purpose of observing behavior of the workers.	3. Suggested Filmstrips: Children of Many Lands Series: Mexican Children 100700 Families Around the World Series: Family of Brazil 100706
As the class views the filmstrip, they can make independent lists of what they	

have observed. Then in large group discussion, write the observations on the overhead projector. Point out any inference and value statements.

Mountain Farmers of Columbia 100810
Chile: The People and Their Work 100827
Wheat Farmer 100855
Corn Belt Farmer 100874
Heartland of Nation 100976

Film: Protect, Preserve, Prevent Available at the Sioux Falls Fire Department.

Other filmstrips and films may be preferred because they would relate to the Social Studies program.

4. In order to develop an understanding of the cooperation that is necessary between workers, the teacher may use these filmstrips in small groups, asking these questions:
   a. Can you see cooperation?
   b. What evidence of cooperation?
   c. Why could it be important to be a good observer in order to find cooperation or a lack of cooperation?

4. Family in Mexico 100710
Pan American Highway 100812
The Cattleman 100963
Region of Risk 100966

Films:
Newspaper Story (000257)
Pioneers of Progress (000174)

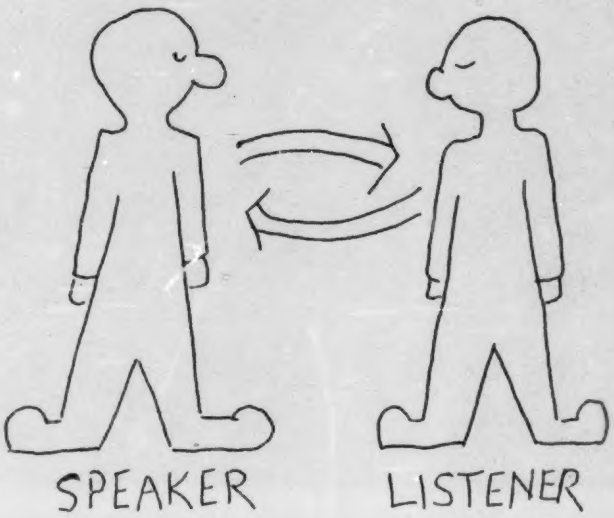
5. At this point, the teacher may want to work with the role of communication in cooperation. Related to the language arts program, the teacher can lead the children to observe and learn basic communication skills.

Introduce the word by writing it on the blackboard:

COMMUNICATION

Ask:
   a. What words does this word remind you of? (Lead them to say community, unity, union)
   b. What does communication mean? (guide responses until the children say that it is the union of words by two people.)

5. Transparency:



Using the transparency, label the men and define the words.
Speaker -- supplies input
Input -- what the speaker says
Listener -- receives input and provides feedback
Feedback -- response made to input.

To demonstrate this, have the students divide in pairs. Designate each child in the pair as one and two. Show them this elementary conversation and have them say it with the ones as the first speaker. Then reverse the speakers.

Other conversations may be used:
"What did you do last weekend?"
"Did you watch _______ on TV?"

To show the opposite of communication, the teacher may try this:

All the children tell the others what they had done the previous weekend. Every one should speak at the same time.

After a reasonable length of time, or what the teacher can stand, ask:

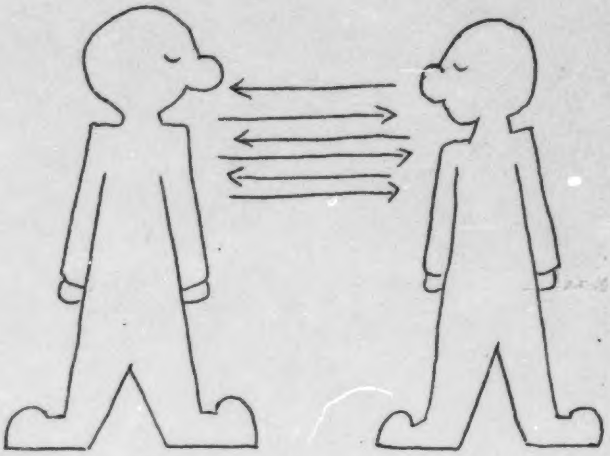
a. How did they feel as they were doing this?
b. What gestures were made?
c. What happened to the noise level?
d. Why did these things happen?

This transparency may be used to show that this exercise was one of verbalizing.

6. At this point, the children may observe occupations in communications with field trips to radio stations, TV studio, or a telephone company.

Conversation:

"Good morning, _______.How are you?"
"I'm _______,_______.And how are you?"



6. Field trips that relate to communications and also the study of South Dakota.

The field trip requires careful preparation of the student and the place of business. See field trip guide for suggestions.	
Sometimes it is not necessary for the whole class to visit the same places. Small groups equipped with tape recorders and data sheets can visit several places and report to the others afterwards. The children may also want to take pictures of the site.	Data sheet for a field trip: Name of observer____________. Place of business___________. Date_________________________. Specific occupation observed _____________________________. Duties_______________________. Working conditions___________. Equipement or tools__________. Length of time on the job___. Training_____________________. Advantages of the job_______. Disadvantages of the job____. How does he cooperate with others?_________________. What did you like best about the job?_______________. What didn't you like about the job?________________. Would you like a job like this? Why or why not?_______. What other jobs are related to this job?______________. Interesting things not mentioned_____________________.
7. The teacher may want at this time to plan field trips or have speakers come to the school to talk about cooperation and communication in occupations.	7. Possible field trips that relate to South Dakota are: Zip Feed Mills John Morrell & Co. Bank Restaurant Vocational School (one area) Trucking Company Trucking Stop
8. After the group has returned from a field trip and has reported to the class, each group could make a bulletin board displaying their data sheets, pictures, artwork, etc.	8. To clarify or supplement what they have observed, the students may use: a. Widening Occupational Roles Kit. SRA. b. Occupaitonal Outlook Handbook. United States Department of Labor, Bureau

Later the data sheets may be added to the (school) Occupational Information Guide.	of Labor Statistics, Washington, D.C. c. Occupational Information Handbook. South Dakota Vocational-Technical Education, Pierre, South Dakota

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Concepts: Job families include occupations that are related. There is an interdependency of occupations within our society.

Behaviorial Objectives:

Given a particular job family, the child will list five occupations that belong to that family,

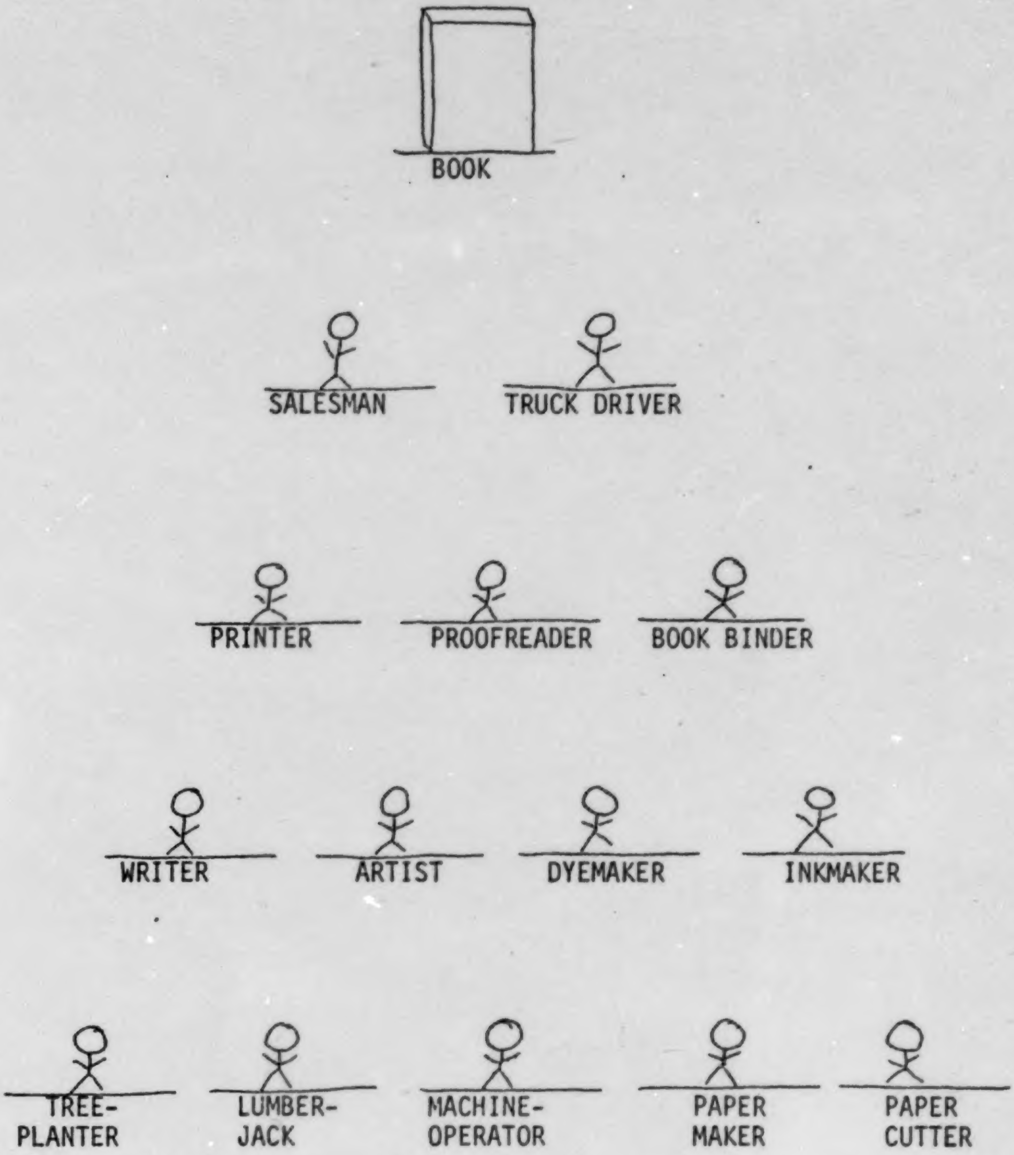
Given a product, the child will list five occupations involved in the production of the product.

Given a list of fifteen occupations, the child will categorize them according to the occupations producing goods and those producing services.

Given a list of fifteen occupations the child will group them in three job families.

ACTIVITIES	MATERIALS AND REFERENCES
1. The teacher may review the concept: "There are many occupations in our country," by listing all the jobs they know in a set time. After this is done, ask: Have you listed all the jobs?	
2. The teacher can develop job families by using the transparency, discussing all the occupations involved in the making of a book.	2. Transparency on the next page.
3. To help the students discover the many ways jobs are related the teacher may use this filmstrip and the activities of the Student Record book.	3. Filmstrip: What are Job Families Widening Occupational Roles Kit. SRA. Student Record Book. Widening Occupational Roles Kit. SRA.

Career Development. World of Work Project. State Board for Vocational Education. Bismark, North Dakota, 1971, p. J-7.


BOOK
SALESMAN
TRUCK DRIVER
PRINTER
PROOFREADER
BOOK BINDER
WRITER
ARTIST
DYEMAKER
INKMAKER
TREE-PLANTER
LUMBER-JACK
MACHINE-OPERATOR
PAPER MAKER
PAPER CUTTER

4. Using resource people and books small groups can explore different job families. These areas could be coordinated with the study of South Dakota.
   a. Agriculture Occupations
   b. Driving Occupations
   c. Public Service Occupations
   d. Recreation Occupations
   e. Manufacturing Occupations
   f. Medical Occupations
   g. Construction Occupations
   h. Personal Service Occupations

   To report their findings to the class, each group may choose a bulletin board, oral report, chart, etc.

4. Occupational Informational Hand Book.
   Widening Occupational Books Kits.
   Occupational Outlook Handbook

5. At this point, the teacher may want to distinguish jobs that produce goods from those that provide services. She can begin this by reviewing what had been done with advertising, saying that they had considered goods then. Using the transparency, ask:
   a. What are these advertisers trying to sell? (not milk, but the services of milk delivery).
   b. What do we call what these people are selling?
   c. Name some services in our community.

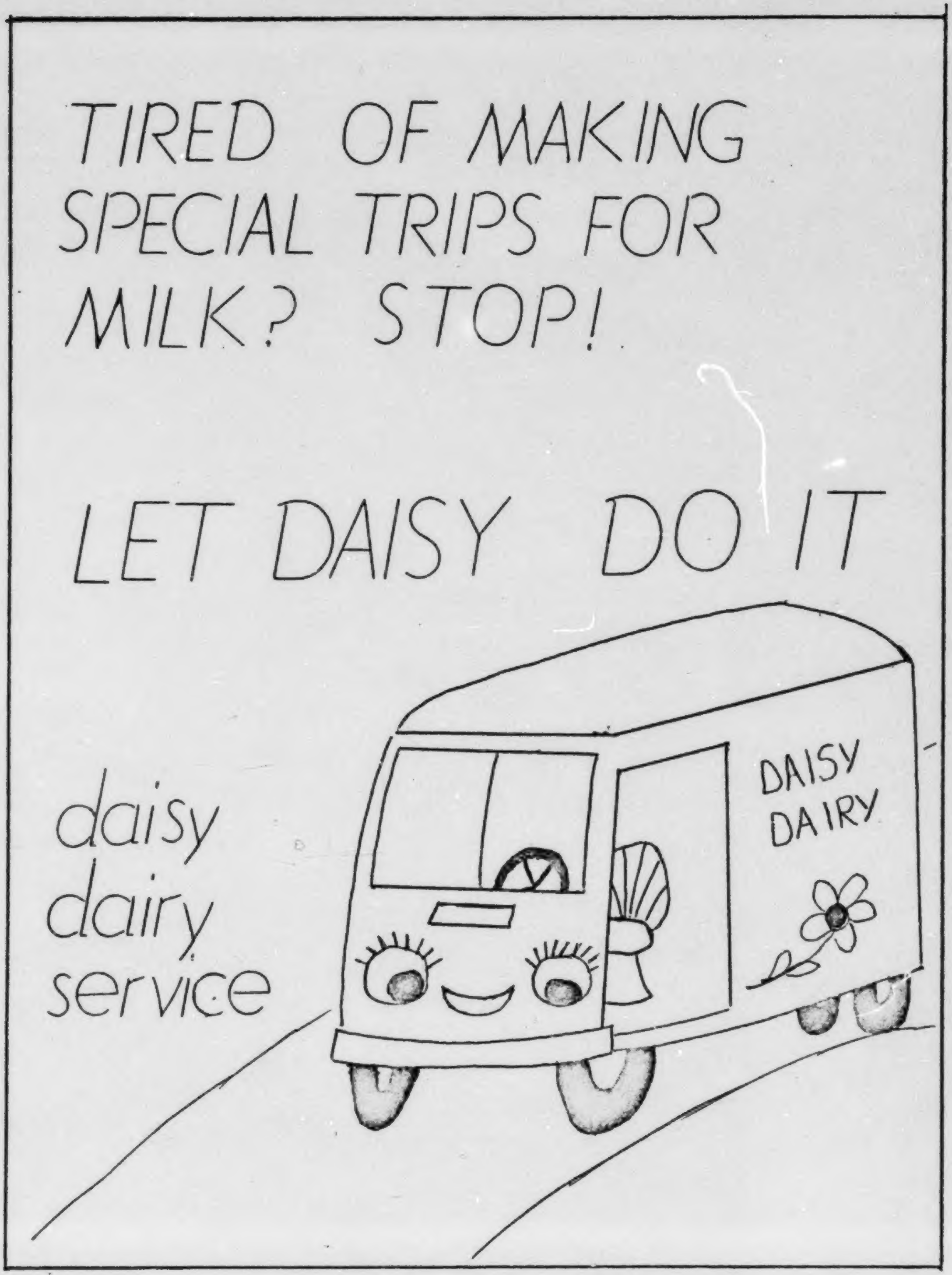
   To cinch the understanding of goods and services, provide each student with a ditoed copy of this list and have them write good or service after each item.

5. Transparency on the next page.

   Teacher references:
   a. Hanna, Kohn, and Ver Steeg. Inter-American Studies. Investigating Man's World. Glenview, Illinois: Scott, Foresman, 1970, p. 46 and 282.
   b. Viereck, Phillip, and Bertha Davis. Web of the World-Interdependence of People and Places. New York: The Macmillan Company, 1971, p. 6-7.

   Adapted from Web of the World-Interdependence of People and Places. p. 10, teacher's edition

   a hamburger and french fries
   a doctor's examination
   a lesson in science
   a comedy on television
   a chess set
   a jackknife
   a ride on an elevator
   a pen and pencil set
   a story told by a librarian
   a jet flight from Denver to Seattle


TIRED OF MAKING SPECIAL TRIPS FOR MILK? STOP!
LET DAISY DO IT
daisy dairy service
DAISY DAIRY

a foreign car
a guitar
a hearing test
a piano concert
a mail delivery
a truckload of logs
a can of dog food
having your windshield wiped
10 pounds of sugar
a gallon of gasoline

6. To prepare for the study of the graph, ask: Which do you think gives more people? (Pupils will probably say goods.) Suggest they look at the graph.
   - -Explain that "labor force" is the number of workers.
   - -Emphasixe that this is a breakdown of non-farm workers.
   - -Review the significance of "out of every hundred."

   Teacher asks:
   a. Which of the seven groups produce goods? (1,2,3)
   b. Which provide service?
   c. Can you think of why transportation employs fewer people than before?
   d. Can you think of why there are fewer people in mining than before?

6. Graph next page.

   An interesting supplementary film about the everyday operation of business, government, and local telephone service is available from Northwestern Bell Telephone Company: Without Fail

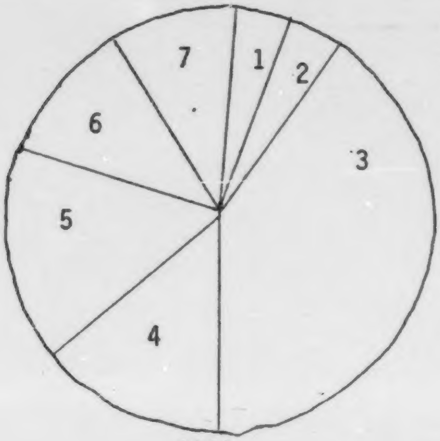
7. Field trips to various places could be arranged. The purposes may include the observation of different occupations within one job family. See guide for field trips.

7. Field trips:
   a. agriculture: Bones Hereford Ranch
   b. Driving: bus depot
   c. Public service: telephone company
   d. Recreation: bowling alley
   e. Manufacturing
   f. Medical: hospital
   g. Construction operation
   h. Personal Service: barber and beauty shop

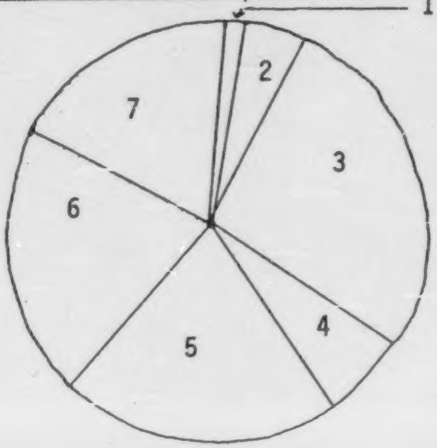
Viereck, Phillip and Bertha Davis. Interdependence of People and Places. Web of the World. New York: The MacMillan Company, 1971, p. 10.

HOW THE LABOR FORCE WAS DISTRIBUTED IN TWO DIFFERENT YEARS

	Number of workers out of every 100 non-farm workers	
	1919	1969
1. Mining	4	1
2. Construction	4	4
3. Manufacturing	39	29
4. Transportation, telephone service	14	6
5. Trade	17	21
6. Other Services	12	21
7. Government	10	18



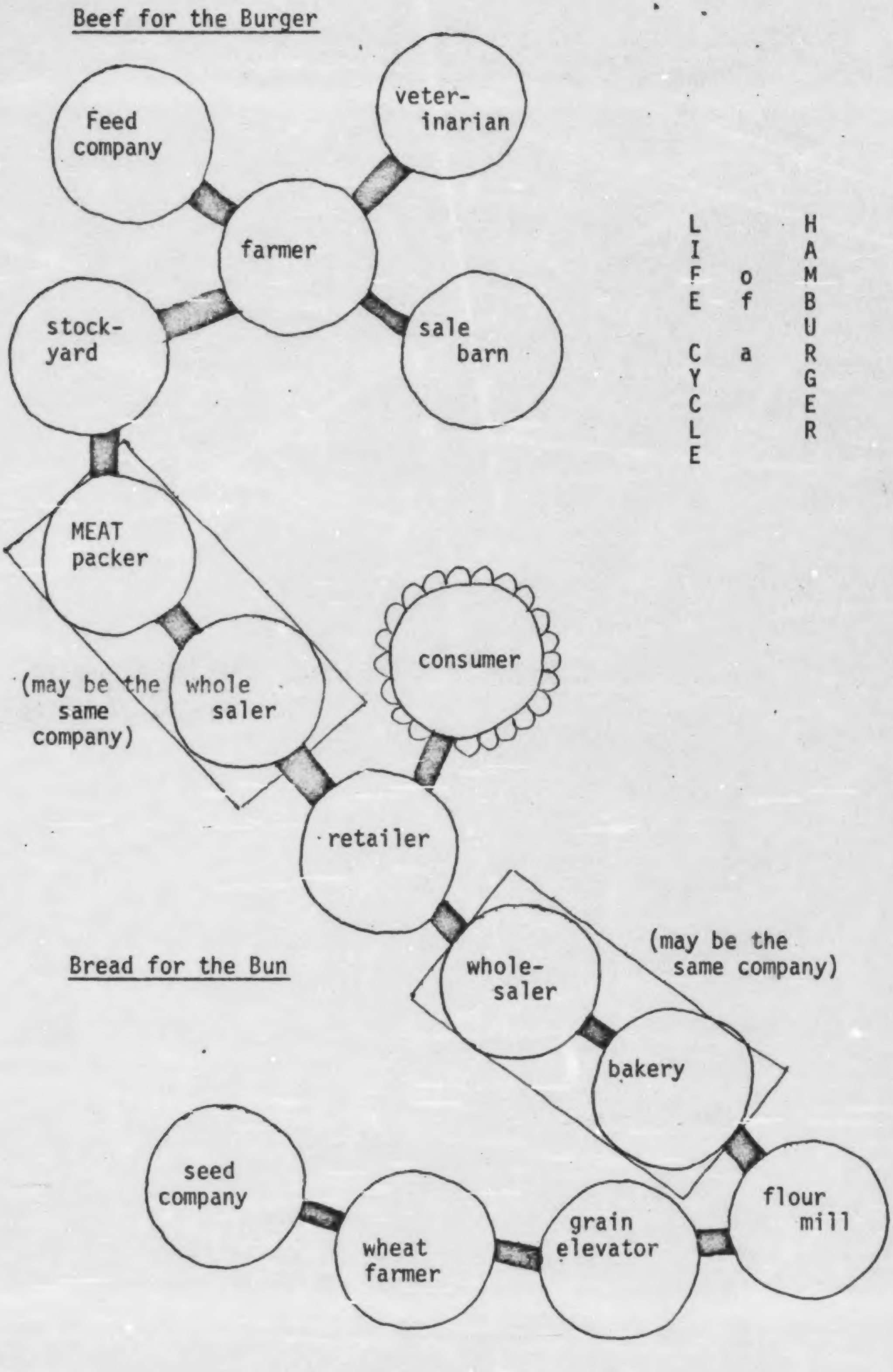
1919



1969

8. When discussing the interdependency of occupations, a discussion of the responsibility of workers may have merit. Using the exercise from the North Dakota Career Development Guide, may bring home the idea to the students.	8. Career Development, World of Work Project. State Board of Vocational Education, Bismark, North Dakota, 1971, p. I-5a. a. How many days have you been absent this year?___________ b. What were the reasons for your absence?_______________ c. If you earned $1.60 an hour and were absent for an 8-hour day, how much would you: 1. lose in a day?___________ 2. have you lost this semester? d. If you were an employer, how would you feel about people who were absent from work often?_________________ e. How could you attendance be improved?_______________ Signature______________
9. To show the interdependency of occupations, the teacher may develop a bulletin board or transparency which illustrates the life cycle of a hamburger. After the boys and girls have studied this life cycle, they might enjoy making their own with the products of South Dakota.	9. Diagram of the life cycle of the hamburger is on the next page.
10. The class may be divided in committees to make salt maps of South Dakota. The job family occupations can be printed on flags glued on toothpicks and placed in strategic positions on the map. Occupations within one job family may have one color and different families have different colored flags.	10. Salt Map Recipe ½ cup salt 2 cups flour 3/4 to 1 cup water (may be a little more) food coloring (Note: One way to check the consistency - poke elbow in the mixture, if a mountain forms as the elbow is raised, it's okay.)

LIFE CYCLE of a HAMBURGER


Beef for the Burger
Feed company
veterinarian
farmer
stockyard
sale barn
MEAT packer
whole saler
(may be the same company)
consumer
retailer
Bread for the Bun
wholesaler
bakery
(may be the same company)
seed company
wheat farmer
grain elevator
flour mill

Culminating suggestions:

Example A: Write G before the occupations that produce goods and S before those that provide services.

_____plumber
_____dyemaker
_____auro-mechanic
_____wheat farmer
_____dentist
_____meat packer
_____bricklayer
_____factory worker
_____pilot
_____truck driver
_____gold miner
_____TV announcer
_____barber
_____roofer
_____mailman
_____belt maker

Example B: Group the occupations into three job families.

fireman
appliance repairman
diesel mechanic
county agent
policeman
farmer
auto body painter
rancher
veterinarian
garbage man
street cleaner
jewelry repairman
agricultural journalist
office machine serviceman
conservationist

Concept: There are many important factors to consider in making a career choice - supply and demand, geographic location, and technological and sociological changes.

Behaviorial Objectives:

Given a specific economic situation, the child will write how the supply and demand affect the cost of a good or service as well as the job itself.
Given a list of occupations, the child will categorize them according to geographic location.
The child will list five jobs that have been affected by technological and sociological change.

ACTIVITIES	MATERIALS AND REFERENCES
1. Define terms: supply and demand, geographic location, technological, and sociological change.	1. Investigating Man's World - Inter-American Studies. Scott, Foresman, 1970.
2. To introduce supply and demand the teacher will have four students present two skits with-	2. The skit is on the next page.

out any further explanation to
the class.

After the skits: ask:
   a. Why did I ask ___________ to do these skits?
   b. Did things happen that make sense to you?
   c. Can you think of any similar situations in which prices have changes?

Viereck, Phillip, and Bertha Davis. Interdependence of People and Places-Web of the World. New York: The Macmillan Company, 1971, p. 94-95. Teacher's Edition.

First Skit

Vegetable Salesman comes to the store with two large cases of fresh melons.
Store Manager: What are you bringing me these for? I haven't gotten rid of the ones you brought in the other day.
Salesman: Look, these are really ripe and juicy. If we leave them on the vines, they won't keep, they'll get soft. Right now they are perfect.
Store Manager: I can't help it. If I buy them from you, they'll rot on my shelves. I can't sell them any faster.
Salesman: I'll sell them to you at 1/3 off. Then you can afford to lower your price and sell these and the ones you've got. If you advertise melons at a special saving this week, you'll bring customers and clear your shelves.
Store Manager: O.K. O.K. But 1/3 off is still to much to have to pay. If I'm really going to lower the price enough to sell all of these, I'll have to cut down another 12 cents a pound. And that means you will have to do the same.
Salesman: Youre a robber, but what can I do? You should see those acres and acres of beautiful ripe melons.
Store Manager: Here's your receipt.
Salesman: Thanks, I knew we could do business. Now I'll just drop by tomorrow and see if you need any more.
Store Manager: Tomorrow! I haven't even opened these crates yet.
Salesman: Well, I'll drop in just to see if you make a big sale with these beauties I brought in just today selling at a low price. Think of those big, juicy melons that are waiting to be picked.

Second Skit

Leather Craftsman: I bought some really high-grade leather here about a year ago. You told me at the time that you had a shipment of hides coming from West Germany.

Owner of the Store Selling Leather: Yes, I had nearly one hundred hides then, but I can't get them any more. Their leather is so good that everyone wants to buy it, and I haven't been able to get my hands on one of those hides for several months.
Craftsman: Do you have any of it left? I would be glad to get some of that leather even if it was only eight or ten hides. I came all the way into the city hoping to pick up enough to last me for several months.
Owner: Oh, I couldn't sell you eight hides. I have only four left, and I need one for some work I am doing myself.
Craftsman: Then let me have the other three. Name your price and I'll pay it.
Owner: I can't sell you every bit that I have besides the one I need. I've got regular once-a-week customers that I have to save some for.
Craftsman: Look, cut one in half and charge double for your regular customers. I need that leather for leather straps and belts. My business is at stake. People depend on me for good leather, not the regular cheap kind that gets hard and cracks. I drove two hundred miles to the city just to pick up a load of that really good stuff from West Germany. I can't go back to there without at least two hides. Besides, you'll probably get some in in a week or two that you can sell to your regular customers.
Owner: Well, if you really need the leather that bad, I suppose I should sell you some. I may get some more in soon. Now I hate to charge you a really high price, but if you don't think it is worth it, just say so.
Craftsman: I know you're going to charge toomuch, but what can I do? You've got the leather, and I need. Just try to make the price reasonable, will you? After all, I could become one of your best customers.

(Note: The teacher may want additional information about supply and demand. She may refer to pages 284 and 285 of Investigating Man's World. Inter-American Studies. Scott, Foresman, 1970)

3. Cartoons may be used as an instructional device for discussion.	3. Viereck, Phillip, and Bertha Davis. Web of the World - Interdependence of People and Places. The Macmillan Company, 1971. p. 10.
4. Filmstrip and discussion: "How jobs are affected by supply and demand."	4. Economics in Home, School, and community-Series 4 (100356)

5. To consider the geographic location in relation to occupations, use a blank map of South Dakota, United States or Mexico. With product and physical maps as references, make an occupation map.	5. Outline maps Product and physical maps of South Dakota, United States or Mexico.
6. Invite a person who has lived in another area to speak to the class about the jobs there.	6. Resource person
7. Films may be used to show occupations in other parts of the country and the world to broaden their scope of occupations.	7. Life in a Fishing Village (000063) Life in Lowlands (000064) Story of Sugar (000105) Story of Rice (000104) Wheat Farmer (000110) Agricultural Revolution in Mexico (100550) Industrial Revolution in Mexico (100553) Columbia: People and Occupations (100785) The Great Plains (100835) Cities of our Country (100874)
8. The students may write a short report on this topic: these can be shared with the class and placed in their career folders.	8. If I lived ______________, I would like to be _________________ because __________________________.
9. To show the effect of change on occupations, a mural, a timeline, or a pictograph on transportation and communication could be made. The class may be divided into two groups and committees set up within the groups. After the project is completed, the jobs created and eliminated can be labeled by each change.	
10. To further the understanding of change, the teacher may present the following cause and effect relationships and ask the stu-	10. Laws, Lee. Elementary Guide for Career Development. Austin, Texas, 1070, p. 209.

dents to make suggestions for the missing parts.

Effect: John Green has been an elevator operator twenty years. He takes pride in his work. His elevator is always spotless and he tries not to stop the elevator suddenly so the people he takes up and down will not be jarred. One day, John Green didn't have a job anymore.

What would be the cause for this?

Cause: A scientist discovers a way to harness and use the tremendous electrical power generated in a bolt of lightning. To do this, he had to develop a different kind of machine which has thousands of separate parts which have to be carefully assembled. What is likely to be the effect on occupations?

Cause: A scientist discovers a new chemical that will preserve food without having to can or freeze it. By spraying the food with the chemical it is indefinately preserved and is not harmful to people. What might be the effect?

Effect: Susie Brown became interested in computers when she was in school. Since her interest and abilities were in this area, she decided to go to a technical school to become a computer operator. When she finished her training, she found that instead of only a few jobs availabe, there were many companies who wanted her to go to work for them. What was the cause?

11. The students may read books about scientists and inventors who have had an impact on daily living. Brief oral reports may be given with emphasis on the scientist's contribution and the jobs affected by it.	11. These reports could be pasted on a bulletin board entitled: "Who's Who"
12. The students may interview people for the purposes stated in the interview form. These forms could be added to the (School)______ Occupational Information Guide.	12. Name of investigator____________ Name of person interviewed______ Occupation______________________ Duties__________________________ Does supply and demand affect your job? How?________________ Have there been technological changes that affected your job? ______________name them_________ Does the geographical location determine your work?____________
13. The teacher may focus on jobs of the future stressing the fact that more people will have jobs providing services than jobs producing goods.	13. "Jobs of the 80's", Scholastic Newstime. Vol. 39, No. 9 , Nov. 15, 1971.
14. A unit in ecology in science class would be an excellent example of current sociological and technological change.	14. Needham, Dorothy, "Pollution--A teaching and Action Program." Grade Teacher. Oct. 1970, p. 24.
15. Field trips in small groups with a bettery powered tape recorder so informative and accurate reports can be given to the rest of the class.	15. City Sewage Disposal Plant City Water Works Sanitation Service

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CAREER AWARENESS -- EVALUATION

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1. The teacher may use a matching exercise as a pre- and post tool to evaluate any change in knowledge of these occupations and the duties related to them. (See the following page for an example)

_____agronomist

_____traffic manager

_____recreation director

_____anthropologist

_____teller

_____cosmetologist

_____dietician

_____sacker

_____chef

_____forester

_____auctioneer

_____meat inspector

a. sells good at an auction.

b. is a cook who manages a kitchen.

c. studies filed crops and pest control.

d. gives beauty treatments.

e. studies man and his culture.

f. sacks feed in a feed mill

g. schedules programs for radio.

h. supervises the cutting and planting of trees.

i. handles money as it comes in the bank

j. plans meals for people to recover good health.

k. inspects meat at the packing plant

l. plans activities for camp programs

2. The teacher may give the students a series of open-ended sentences and ask them to complete the sentences with their own opinions. From their responses the teacher can subjectively evaluate attitudes toward work and self.

a. I am like others in my class in that I ______________________________
b. I am different than the others in my class in that I ______________
c. I like to work because ____
d. I would choose an occupation on the basis of ________________________
e. One job that interests me is ____________ because ___________________
f. Work is ____
g. When I was younger, I thought I would like to be a ________________
h. ____ is important to me.
i. I don't think I would ever want to be _____________________________
j. (At the end of the year) I liked it when we ______________________, because ____

3. The teacher may use a matching exercise to check the student's understanding of the terms related to the world of work.

_____cooperation	a. to study carefully by watching
_____economics	b. principle business of one's life
_____supply	c. study of the production of goods and services to meet the needs and wants of others/
_____goods	d. have talent to do something
_____job family	e. working together with others
_____observing	f. amount of goods or services people want.
_____moonlighting	g. materials produced to meet people's needs and wants.
_____leisure time	h. a job done after one's regular job
_____ability	i. amount of goods or service for sale.
_____demand	j. time not spent sleeping or working
_____occupation	k. jobs that are related
_____service	l. work done by people to care for wants and needs of others.

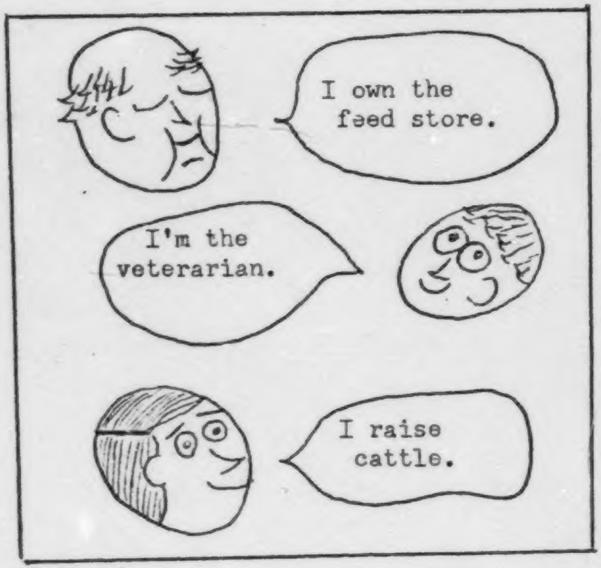
4. The teacher may give each student a list of careers. The students may be told to group the occupations into three job families and label the groups indicating how they are related. By evaluating the students work the teacher can determine knowledge of job families and understanding of work characteristics.

poultry farmer
soil conservationist
FBI agent
programmer
lawyer
rancher
broadcast technician
pest control inspector

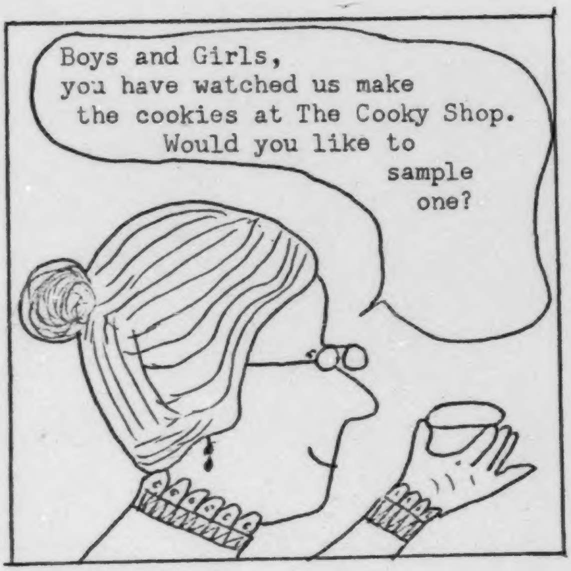
comedians
director
firefighter
agronomist
teacher
cook
advertisement salesman
free-lance actor

veterinarians
nurse
barber
policeman
cosmetologist
soil scientist
radio announcer
continuity director

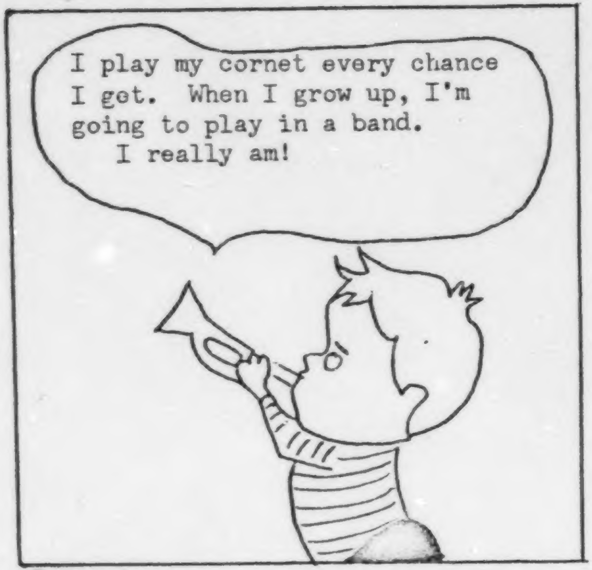
5. The teacher can provide each child with a list of concepts studied during the year. The cartoons can be dittoed for each child. The students will find the concept that is illustrated by each cartoon and give the reason for that choice.


I own the feed store.
I'm the veterarian.
I raise cattle.

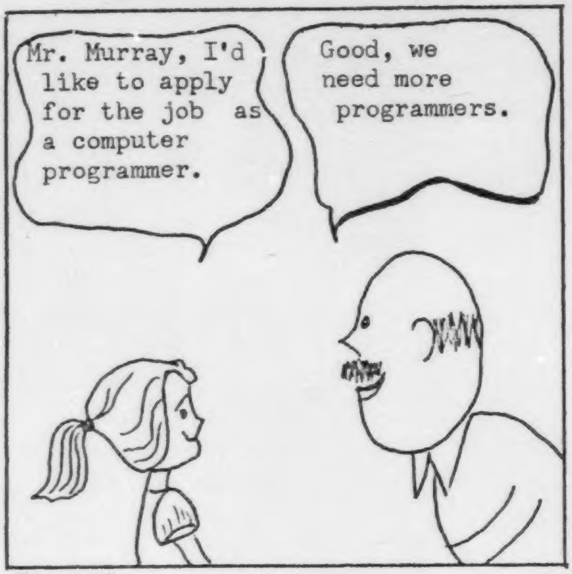
Concept ____________________
Why? ____________________
____


Boys and Girls, you have watched us make the cookies at The Cooky Shop. Would you like to sample one?

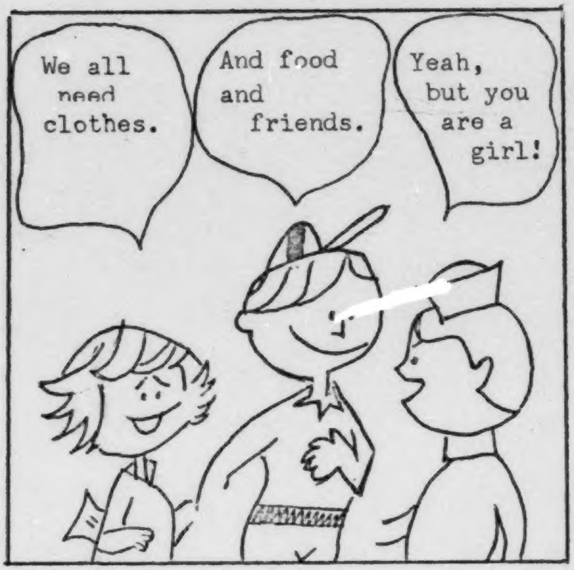
Concept ____________________
Why? ____________________
____


I play my cornet every chance I get. When I grow up, I'm going to play in a band. I really am!

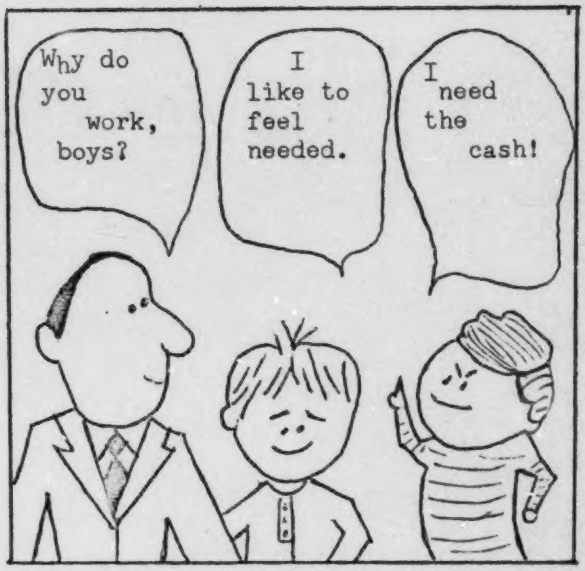
Concept ____________________
Why? ____________________
____


Mr. Murray, I'd like to apply for the job as a computer programmer.
Good, we need more programmers.

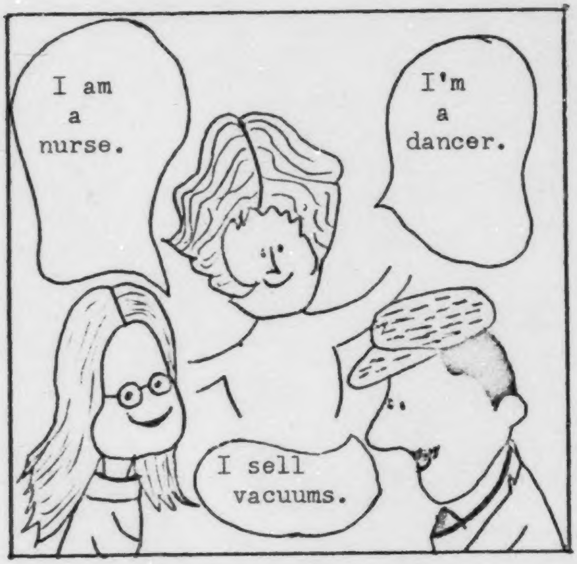
Concept ____________________
Why? ____________________
____


We all need clothes.
And food and friends.
Yeah, but you are a girl!

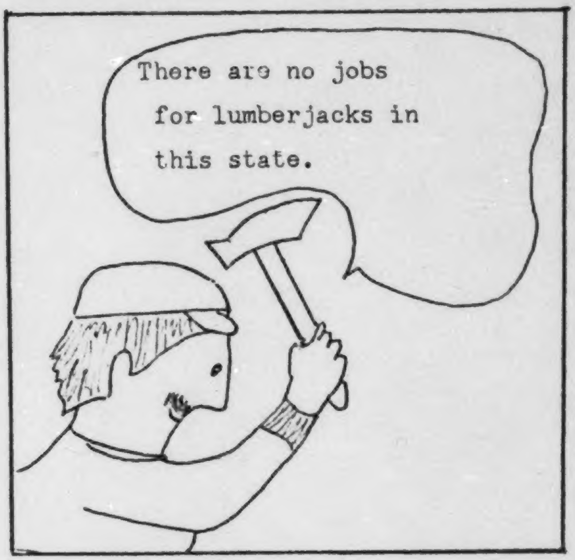
Concept ______________________
Why? ______________________
____


Why do you work, boys?
I like to feel needed.
I need the cash!

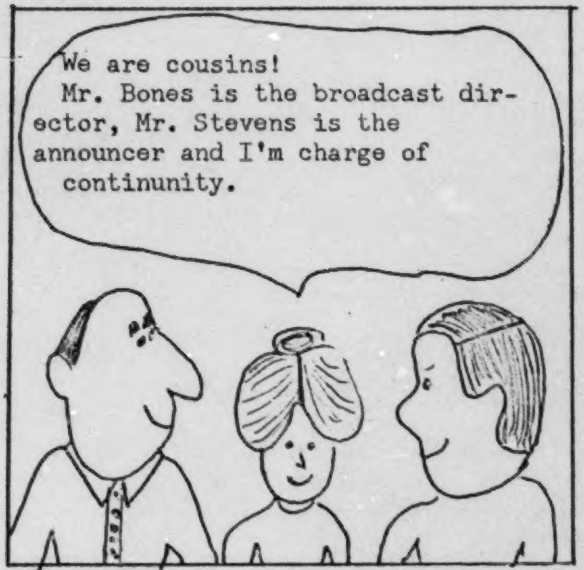
Concept ______________________
Why? ______________________
____


I am a nurse.
I'm a dancer.
I sell vacuums.

Concept ______________________
Why? ______________________
____

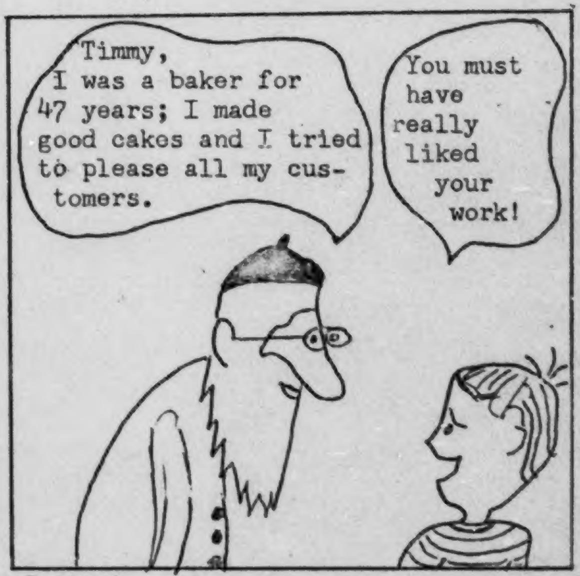

There are no jobs for lumberjacks in this state.

Concept ______________________
Why? ______________________
____


We are cousins! Mr. Bones is the broadcast director, Mr. Stevens is the announcer and I'm charge of continunity.

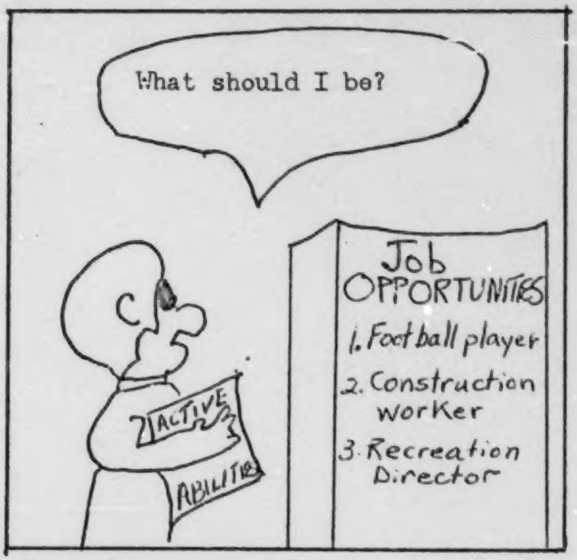
Concept

Why?


Timmy, I was a baker for 47 years; I made good cakes and I tried to please all my customers.
You must have really liked your work!

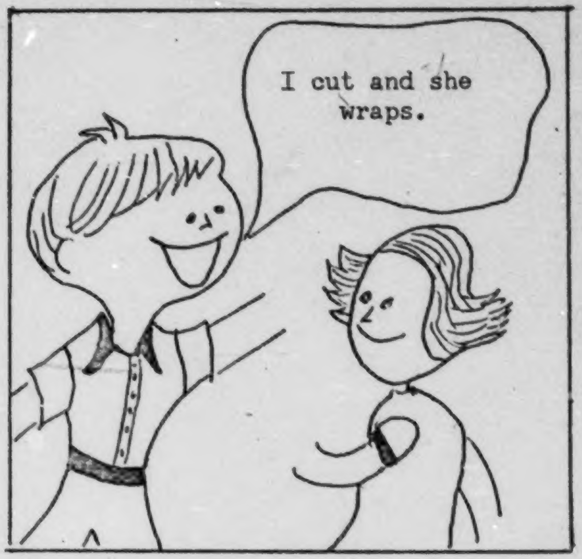
Concept

Why?


What should I be?
ACTIVE
ABILITIES
Job OPPORTUNITIES
1. Football player
2. Construction worker
3. Recreation Director

Concept

Why?


I cut and she wraps.

Concept

Why?

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PUPPETRY

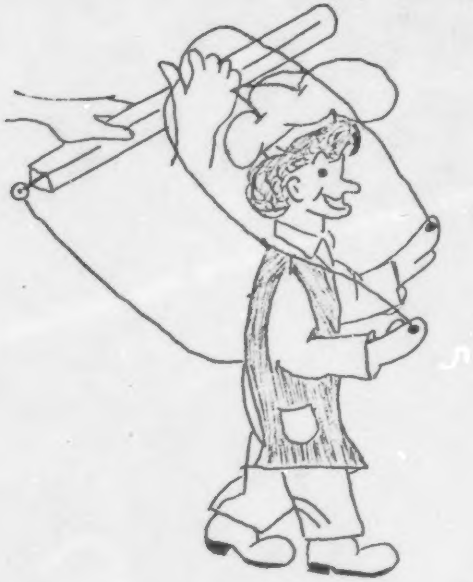
Everyone - young, old and middle aged - likes puppets. If you are willing to "go the extra mile," you will be rewarded with great student rapport for reporting field trips. (Indidently, you will be teaching language, arts and crafts, drama, sewing, and will create a very real experience in occupational understandings. Not only that, but think of what you will be doing for the self concept. This would be a wonderful exploratory experience with manual dexterity!)

Puppets mimic people or animals, but with one exception. That exception is EXAGGERATE!

What should be exagerated?

1. Facial Features (Enlarged or tiny facial features.)
2. Voice Inflections (Loud, soft, or husky or melodic voice).
3. Personality Traits (Either a "good guy" or a "bad one", never in-between).
4. Head and arm motions (Very large or very small).

When children are to act in a puppet play, a good "rule of thumb" for them to follow is:



ACT LIKE A PUPPET WOULD

ACT IF HE

SUDDENLY CAME TO LIFE

This handy chart for puppet making will help simplify your job. You can use it to decide many things, but first you must decide what you want your puppets to be and to look like.

PAPER PUPPETS

Making Puppets	Using Puppets	Materials to Use
1. Cut a picture that looks like the character you want to portray from a magazine or newspaper, OR		
2. Draw an original picture of a puppet you would like to use. Cut him out. Paste him on cardboard. Cut his figure out of the cardboard. Paste a stick of wood or a strip of heavy cardboard to his back. Give him a paper or felt costume.	Get behind stage and hold him up from behind, so that viewers can see him, but you cannot.	

PAPER BAG PUPPETS

Making Puppets	Using Puppets	Materials to Use
Stuff a crumpled newspaper into a paper bag and tie with a string. The round part is the head, the open part is the skirt. Cut a good wig from the newspaper. Curl the paper with scissors. Make a face. Hold the skirt with your fist inside the bag.		Paper bag Newspaper String Crayons Colored paper

HAND PUPPETS

Making Puppets	Using Puppets	Materials to Use
Make three holes in a straight line. Make head of heavy paper like newspaper, wrapping paper or kitchen toweling. Roll long strip around first finger and fasten with tape. Fasten the inside with tape, also. Now cover the rolled paper with crepe paper for skin color. Glue or put on features of colored paper. Fur and yarn make good hair. Paper can make hair, too. Tape the hair to the cloth.	Put first finger in the middle hole to hold puppet head. Thumb and middle finger in other holes for head.	A piece of cloth--handkerchief size. Rolled paper Tape Glue Fur or Yarn

A RUBBER PUPPET

Making Puppets	Using Puppets	Materials to Use
Cut Spongex scraps with scissors into the shapes you want. You can sew, cement, wire these to make jointed people.	They are so light, Use weights to keep on floor.	Sponge rubber bath sponges, or Robber rug mats Rubber cement

A WOOD PUPPET

Making Puppets	Using Puppets	Materials to Use
This can be made with joints and 4-5 strings. Design by drawing a picture first.		Wood scraps ½" cotton tape screw eyes coping saw; jig saw, needle and thread, carpet tacks paste; glue, scissors ruler; pliers

A CLOTH PUPPET

Making Puppets	Using Puppets	Materials to Use
Make them entirely of cloth if you like. Their heads are two round pieces of cloth sewed together and stuffed with cotton. The eyes, nose and mouth are pieces of cloth sewed on or embroidered with thread or yarn and sewed on.		Cloth

A STOCKING PUPPET

Making Puppets	Using Puppets	Materials to Use
Tie the wad of cotton to the top of the stick, and pull the sock over the ball at the point where the toe is. Paint face. Put hair on top half of head-eyes in middle, nose between mouth and eyes. Make a dress, add a hand made of stuffed cotton and a weight.	Hold the stick under the dress in your hand.	Sock String Two small weights Cotton in a wad 8" stick Paints Crayons Needle Thread

A CORN COB PUPPET

Making Puppets	Using Puppets	Materials to Use
Take of husks, put in water. Take kernels off cob. This makes puppet's body. Use husks for clothes. Put them on with string, rubberband, thread or a ribbon. Use kernels or raisins for making the face, or both. Use pins to stick them in cob. Corn silk will make great hair.	Move by holding cob under the dress.	Dry corn cob Rubber bank Thread; ribbon Raisins corn kernels

You may want to make cloth bodies with a variety of heads. Here are the recipes for several:

SAWDUST HEAD

Recipe for 3 heads	2 cups of sawdust, 1 cup plaster of Paris ½ cup wallpaper paste 2 cups water

Model heads. Use shiny buttons or marbles for these. Add wire earring, paper hats, yarn or paper hair, while mixture is soft.

PLASTIC WOOD HEAD

Use plastic wood in a can. Model it into the character you want.

PAPIER-MACHE HEAD

Crumple 4 double sheets of newspaper. Pour hot water over it. Let it soak over night. Knead Rub on washboard, to knead. Add boiled flour paste. Mix well. Squeeze off water before adding paste.

Boiled flour paste can be made with ½ cup flour. Stir in 1 cup of water, slowly, bring to boil over low heat; stir until thick and shiny.

WALLPAPER CLEANER HEAD

Use a handful and model it into your favorite character. Insert a cardboard tybe to fit your finger. This makes a hand-puppet head. Let it dry two or three days. Then paint.

SIZE OF PUPPETS

Make your puppets big enough with body 4½", legs, the upper part, about 2½" and the lower part, 2". The same with the arms. The head could be about 3½".

ANIMALS SHOULD BE GREATER THAN LIFE-SIZE TO BE EFFECTIVE.

STRINGING YOUR PUPPETS

A stick to control the puppet can be made about 8" long with five screw-eyes. Three lengths of heavy, dark cord or fish line or light wire about two yards long will do the job.

Place a screw eye at the back of each hand and one at the waist under the clothing.

Thread each string through the screw eyes. Keep it long enough to allow the arms to hang naturally. The head should be attached by string,also. (See diagram.) You can then thread one string through the screw eye at the puppet's back.

PUPPET HAIR

Hair can be made from many different things, including rags, socks, raffia, and wood shavings. Use your ingenuity.

THEATER IDEAS

One of the easiest ways to make a puppet theater is to use an old television set with all the circuitry removed. Put in a plywood floor for the front. Saw the top.

Another method is a door theater. Pin a piece of cloth across an open door high enough to cover the workers. Put a folded card table across the top of the chair for the back of the stage. Hang a cloth on the door frame on the audience side to cover the door. Kneel on a chair and work the puppets.

Place two chairs about three feet apart. Face them toward each other. Place a board across the top of the chairs or across the rungs in the back of the chairs, whichever height is best. Cover the front of the stage with a towel or cloth. Get down on your knees behind it... the seats of the chairs could hold your script. A cardboard box would be good background to hold scenery. Cut off any flaps at the top of the box. Face the opening toward the audience. Place the front end of what is now the bottom of the box on the board you are using for the base of your state. The back end should stretch over the back of the board. Cut the part of the bottom of the box that lies behind the board so you can put your puppets up through the stage floor. It would be best to leave a small strip of the bottom of the box at the back of the hole. Put some scenery on this space. Paint it as you desire. You can make a simple curtain, also, of cloth or crepe paper. Run a wire into a hem that you have made and fasten it across the top of the box. You now have a curtain to pull back and forth with your hand.

Puppetry Unit Taken From: CAREER EXPLORATIONS

Compiled by Helen K. Dickson, Elementary Curriculum Specialist

August, 1971

Career Development Project

Watertown Independent School District Number 1
435 Tenth Avenue, N.W.
Watertown, South Dakota 57201

Funded under Part D of the Vocational Education Amendments of 1968
(Public Law 90-576, Section 141)
Project Number 0316-0159

GUIDELINE FOR FIELD TRIPS
FOR CAREER AWARENESS AND DEVELOPMENT

I. Teacher Preparation

  A. Permission and assistance from your principal

  B. Plans for transportation

  C. Contact Business firm

    1. Make prior arrangements for their convenience

    2. Provide information to the business firm

      a. Number and age of students

      b. Information for host

        (1) Outline of information previously covered

        (2) List of items that you would like the students to learn

        (3) List of possible student questions

    3. Secure any information or materials from the business for students to review prior to trip

II. Teacher-Pupil Planning

  A. Develop awareness of different jobs to be observed

    1. Discuss qualifications, duties, working conditions

    2. Awareness of interdependence of workers

  B. Have students help decide on a plan for recording information to be gathered and learned

    1. Establish a list of questions to be asked during tour

    2. Divide the pupils into groups according to information to be gathered

        3. Have students assigned to thank the hosts

    C. Student Behavior

        1. Safety practices

        2. Appropriate clothing

        3. Courtesy

        4. Tour behavior

            a. Class and teacher should set reasonable behavior standards

            b. Teacher is responsible for carrying out class decisions

            c. Children who do not follow the rules will not go along on the next trip

III. Follow Up

    A. Panel Discussions

    B. Debate

    C. Chart Experiences

    D. Bulletin Boards

    E. Brainstorming

    F. Dioramas

    G. Puppets

    H. Role Playing

    I. Explorer's Innovative Reporting

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